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ABSTRACT

Phoenix, Arizona, has experienced the impact of a nationwide trend toward an increased teenage birthrate, with nearly 1,500 births to teenage mothers in 1980. To serve the special needs of teenage mothers, the Phoenix Union High School offers an alternative education program, Cyesis, for pregnant and parenting teens. Data from the center's year-end report showed that 228 students were served during the 1980-81 school year. Most students made academic progress, and almost 75% of the students completed the school year or graduated. Many students received assistance from social service agencies as well as physicians. Surveys of former and current students and staff revealed positive opinions about the Cyesis Center. Surveys of helping physicians and agencies revealed a need for dissemination of more information about the program. Data tables (N=25) are provided throughout the document to illustrate the program evaluation findings. (Author/JAC)

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PHOENIX UNION HIGH SCHOOL DISTRICT # 210

CYESIS: YEAR-END EVALUATION
1980-81

REPORT NO. 33:08:80/81:006

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ABSTRACT

The Cyesis Center of the Phoenix Union H'gh School District served 228 pregnant or parenting students during the 1980-81 school year. Students came from all schools in the District, but most students resided in the South, Union, and Hayden attendance areas. There are many more pregnant and parenting girls in the District who are eligible for, but not attending, Cyesis.

Most Cyesis students made academic progress while at Cyesis both in their regular course of studies and in the Creative Parenting Class. Almost 75% of the students completed the school year or graduated during 1980-81.

Many Cyesis students received assistance from public and private social service agencies and physicians during the year. During the school year, 117 babies were born to Cyesis Center students.

Surveys of former students, staff, and current students revealed positive opinions of Cyesis. Surveys of physicians and agencies revealed the need for dissemination of more information about Cyesis.

Conclusions and recommendations about the Cyesis Program are included in this report.

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Introduction

The teenage pregnancy rate in the United States has reached staggering proportions: 1 million teenage girls -- one out of every ten -- get pregnant each year. Consequently, the teenage birthrate in the United States is higher than the rate in all but a handful of developed countries.

Phoenix, Arizona, now the ninth largest city in the United States, and the Phoenix Union High School District, whose boundaries lie within the city, are experiencing the impact of this trend. Within the boundaries of the District alone, there were 1,423 live births to mothers 18 years old and under during 1980.

In an effort to serve this special population of teenage mothers, the Phoenix Union High School District offers an alternative educational program for pregnant and parenting teens. The program derives its name, Cyesis, from the Greek word meaning pregnancy. The Cyesis Center provides students the opportunity to continue their education in an alternative setting designed for pregnant and parenting students. Students are not required to attend Cyesis and may choose, instead, to continue their education at one of the District's regular high schools.

Program Description

The Cyesis Center consists of two educational facilities for pregnant and parenting high school girls. The Center, which began in 1965 as part of the Homebound Program, offers all required high school courses as well as electives in Art, Home Economics, Business Education, and Physical Education. In addition, students enrolled at Cyesis are required to take Creative Parenting, a course which provides information related specifically to pregnancy and parenting, and which provides the student the opportunity to explore alternatives for various decisions the pregnancy represents.

Cyesis is a mini-comprehensive high school following the same calendar and most procedures as regular campuses. Its policies, regulations and procedures are structured by the Governing Board, and further structured by the Exceptional Student Program (ESP) of the District which provides for education of all handicapped children through the age of 21 years in the District.

The Special Education needs of the students, as defined by law under the definition of "Homebound/Hospitalized", require that all procedures which insure the protection of the rights and responsibilities of parents be followed. This means that each student referred to Cyesis is evaluated by a medical doctor of her choice and that a multidisciplinary staffing is conducted to determine the appropriate placement of the student.

Each student and her needs are considered individually in all decisions such as class schedule and time of withdrawal. An Individualized Educational Program (IEP) is written upon entry to Cyesis and is reviewed during each semester. This activity requires at least one hour of two staff members' time initially and the completion of at least 27 forms (see Exhibit B).

Other activities are also directed toward the special needs of the Cyesis student. The unique characteristics of the pregnant teenager have been recognized by the State Department of Education conditions and standards. The standards enable school districts to conduct group instruction programs which meet a minimum of 12 hours per week.

A student may continue to attend Cyesis until the beginning of a new semester after the pregnancy ends. Upon withdrawal from Cyesis, credits earned are transferred to the student's home school.

Student Enrollment

Enrollment by East/West Cyesis Center

The Cyesis Center served a total of 228 students during the 1980-81 school year, (including three students who completed enrollment but did not enter.) Over two-thirds of the students were enrolled at Cyesis East, although the District open enrollment policy permits students to enroll at either of the two facilities.

Table 1

Student Enrollment 1980-81

(N=228*)

Semester	Cyesis East	Cyesis West	Total
1st Semester	119	38	157
2nd Semester	41	30	71
	160 (70.1%)	68 (29.8%)	228*

*includes three non-entering students

Enrollment by Grade

Students served ranged in age from 13 to 20 years old and were enrolled in grades 9-12. Over one-third of the students were in the 12th grade; thirteen seniors were "drop back" students who should have graduated in previous year(s).

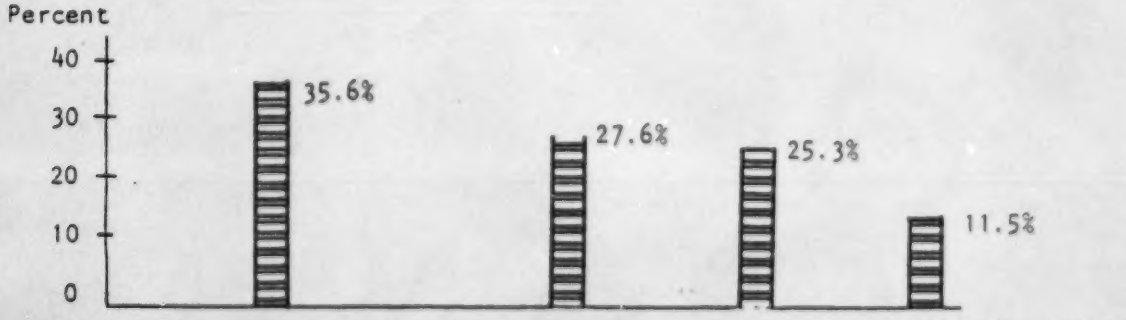
Table 2

Grade (Based on Year of Graduation)

(N=225)

Year of Graduation, Number and Percent of Students

1979	1980	1981	1982	1983	1984
Senior			Junior	Sophomore	Freshman
2	11	67	62	57	26



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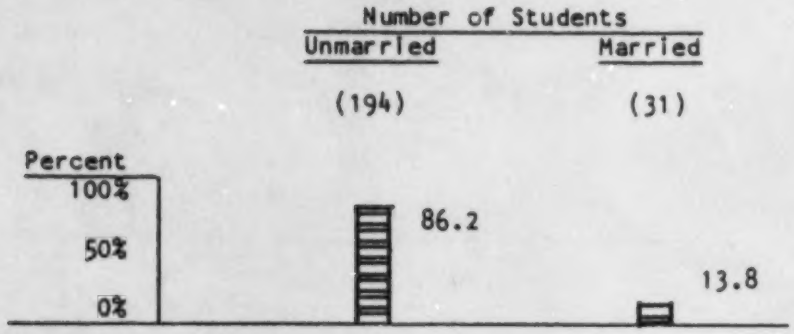
Enrollment by Marital Status

Most of the students who entered Cyesis were unmarried; however, 13.8% of those enrolled were married.

Table 3

Unmarried/Married Students

(N=225)



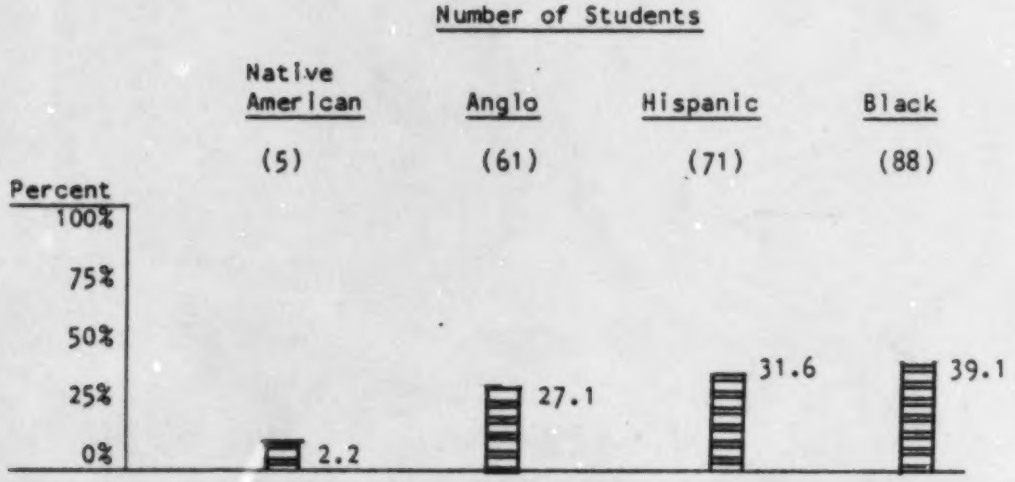
Enrollment by Race

Ethnic enrollment at Cyesis differed from District enrollment, with the largest percentage (39.1%) of students being Black, followed by Hispanics (31.6%), Anglos (27.1%) and a small percentage of Native Americans (2.2%). In the District, the largest percentage is Anglo, followed by Hispanic, Black, Native American, and Asian.

Table 4

Race

(N=225)



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Enrollment by Home School (School attended before entering Cyesis)

Students came to Cyesis from every school in the District. The greatest number of students identified their home school as Union and East, followed by South, Hayden, Alhambra, and Maryvale.

During the second semester the number of students from Union dropped significantly.

Table 5

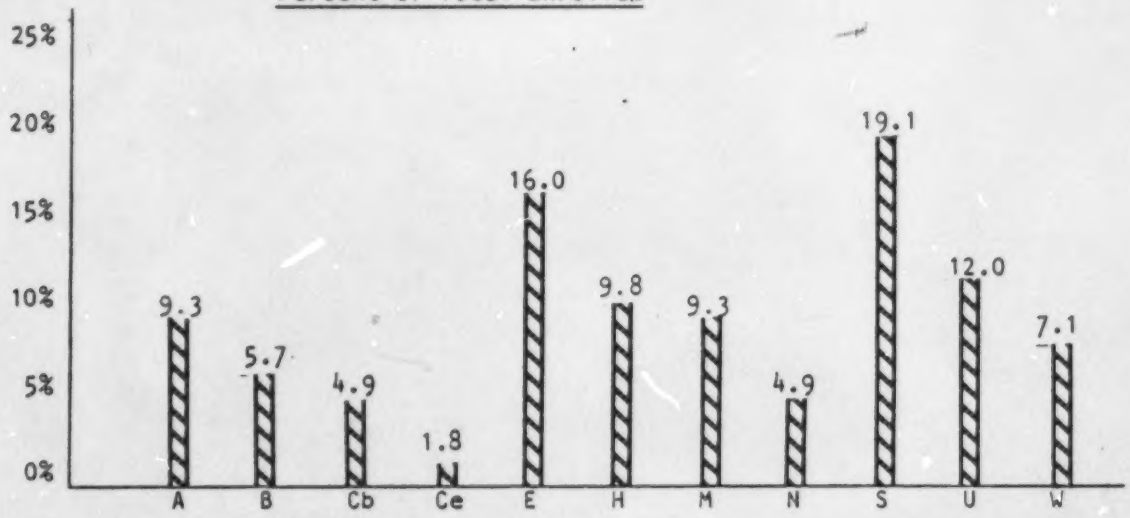
Home School

School and Number of Students

(N=225)

	A	B	Cb	Ce	E	H	M	N	S	U	W	Total
1st Semester	10	11	5	1	23	16	10	9	19	37	13	154
2nd Semester	11	2	6	3	13	6	11	2	8	6	3	71
Total	21	13	11	4	36	22	21	11	27	43	16	225

Percent of Total Enrolled



Enrollment by School Attendance Area

Student census records show that Cyesis students lived in all school attendance areas in the District, but the largest number of students lived in the South attendance area, followed by Union and Hayden. Students living in the Union and South attendance areas combined made up almost half of the Cyesis enrollment. The smallest number of students lived in the Central and East attendance areas.

Table 6

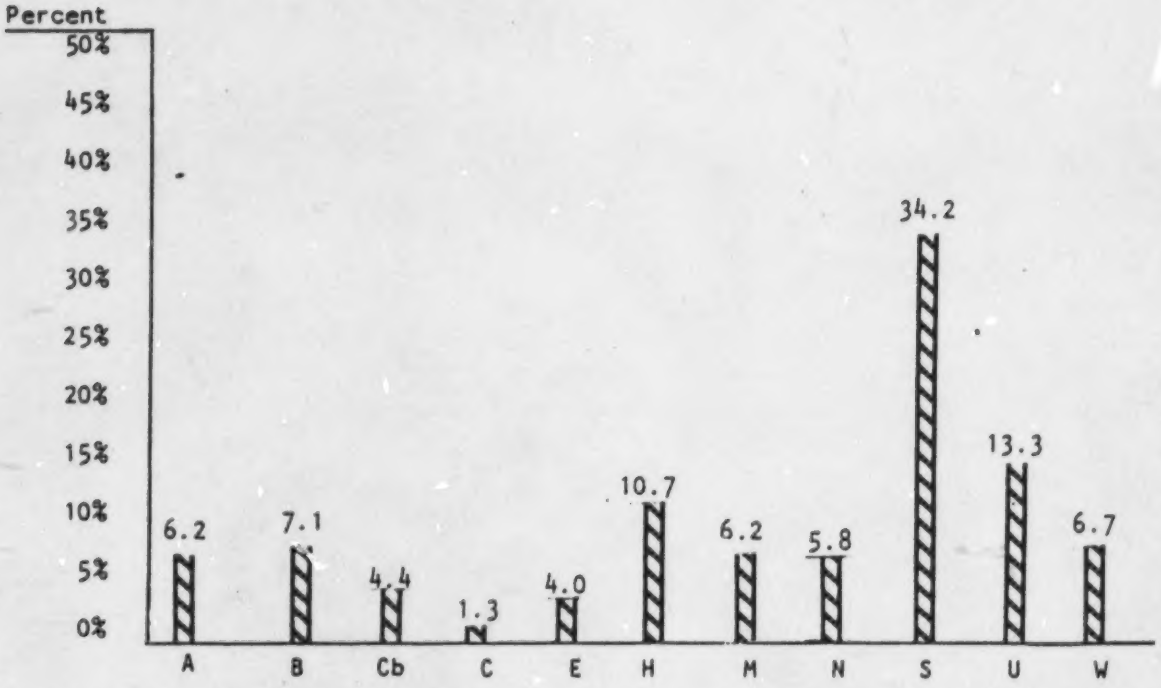
Attendance Area

School and Number of Students

(N = 225)

Number of Students

A	B	Cb	C	E	H	M	N	S	U	W
14	16	10	3	9	24	14	13	77	30	15



The difference between the home school and attendance area figures can be accounted for by the District's open enrollment policy, which allows any student to attend any school in the District. The greatest impact on Cyesis of that policy occurred because of enrollment at East. There, 323 (20.5%) of the 1,573 students resided in the South attendance area, and 293 (18.6%) of the students resided in the Union area. Thus, the large proportion of students who came to Cyesis from East (see Table 5) is not surprising, for they reside in the South and Union attendance areas, but attend school at East.

Cyesis Eligible Population

Campus Attendance Areas of Teenage Mothers

The number of live births to mothers 18 years old and under in the Phoenix Union High School District far exceeds the number of teenage mothers served by District programs. It can be assumed that some teenage mothers have graduated from high school and are, therefore, no longer "eligible" for Cyesis. Still there is a large population of unserved young mothers remaining to be served.

The largest population of mothers 18 years old and under resides in the attendance area of South Mountain High School. Over a four year period (1977 through 1980) there were over 1000 births to mothers of this age group. Two other areas with similarly large populations of teenage mothers are Hayden and Union.

All eleven campus attendance areas had teenage mothers residing within their boundaries, but the areas of South, Hayden, and Union combined account for almost 60% of the teenage mother population.

Table 7, on the following page, shows the number of live births to mothers 18 years old and under who reside within the Phoenix Union High School District boundaries. These statistics are for the years 1977 through 1980.

Table 7

PHOENIX UNION HIGH SCHOOL DISTRICT

Birth Statistics - 1977-1978-1979-1980

Live Births to Mothers 18 Years Old and Under

*Indicates an increase in the birth rate each year.

(Source: Maricopa County Health Department, Office of Vital Statistics)

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Age of Teenage Mothers

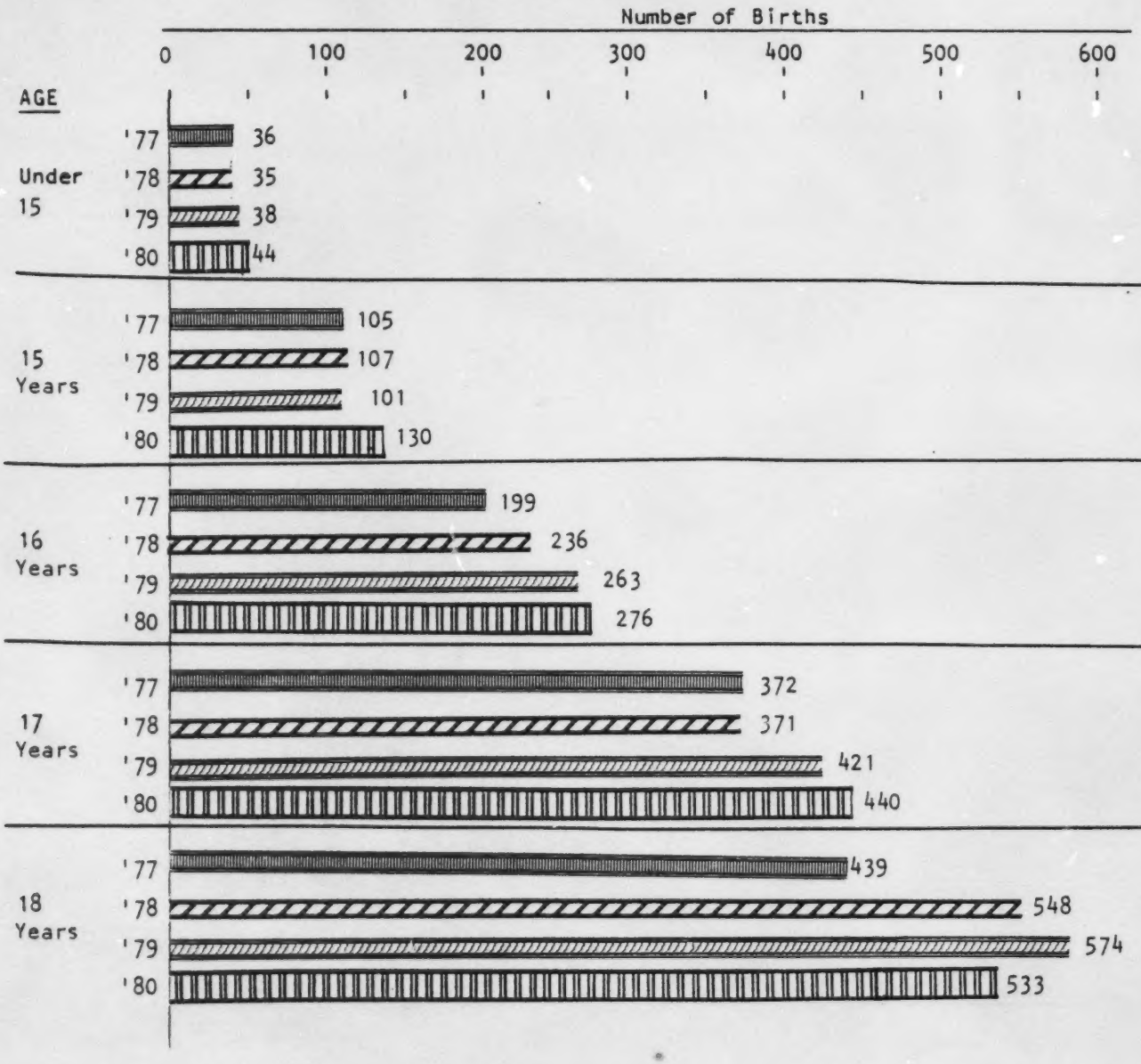
Maricopa County Health Department statistics indicate that the number of live births to young mothers increases as the age of the girls increase. For example, more 18 year old girls deliver babies than 15 year old girls. (See Table 8).

Cysis deliveries did not follow this pattern; rather, the largest number of girls giving birth were 17 year olds (28.7%) followed by 15 year old girls (25.9%) while 18 year old girls represented only 14.8% of the deliveries as shown in Table 19, page 26.

Table 8

Live Births to Mothers 18-Years Old and Under

1977-1978-1979-1980



(Source: Maricopa County Health Department, Office of Vital Statistics)

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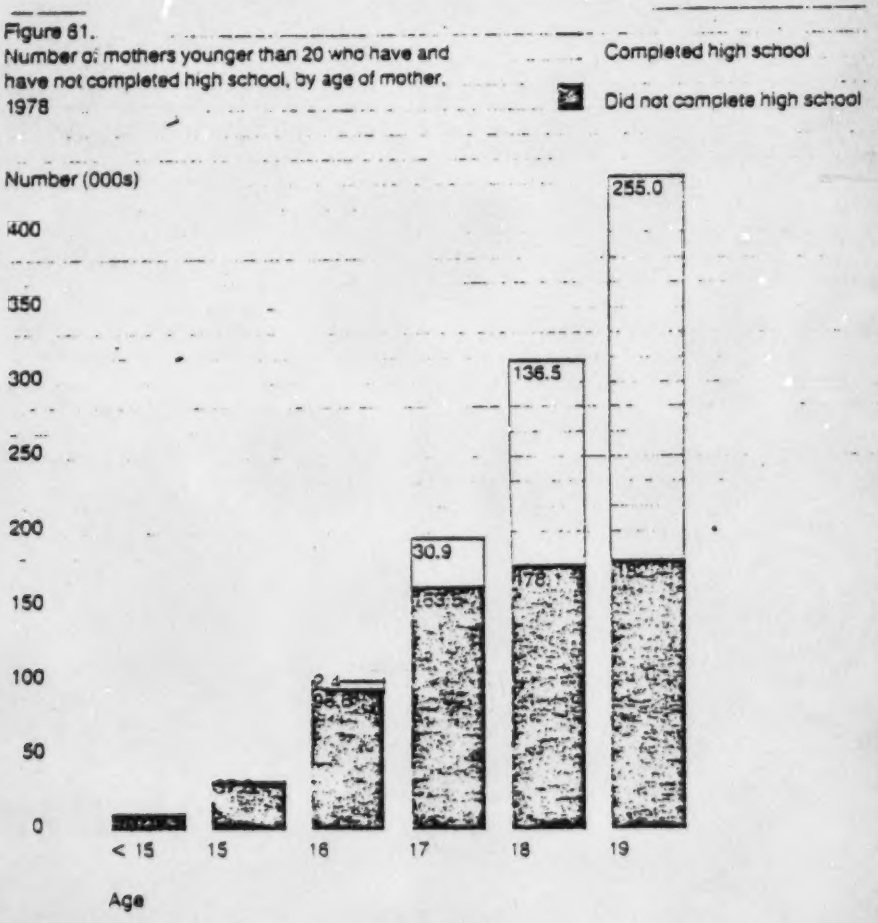
Education of Teenage Mothers

Research reported by the Alan Guttmacher Institute in a 1981 publication titled, "Teenage Pregnancy: The Problem That Hasn't Gone Away", indicates that many teenage mothers are not completing their education, despite the fact that many of them are old enough, at 18, to have done so. The text and table reproduced below appear in the Guttmacher publication and point to the need for educational opportunities, especially for the older teenage mother.

2/3 of 1.1 Million Teenage Mothers Have Not Finished High School

Of the 1.1 million teenage mothers, about 670,000 have not finished high school. Among the 18-year-old mothers, presumably of graduation age, nearly six in 10 have not completed high school; of those who are 19, a year beyond average high school completion age, more than four in 10 have not received a diploma. Although most teenage mothers want to complete their high school education, and even get further academic or vocational training, they are hampered by economic and child-care problems.

Figure 61.
Number of mothers younger than 20 who have and have not completed high school, by age of mother, 1978



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Academic Achievement

At the end of each semester a random selection of one-third of the student transcripts was made so that academic progress could be determined. Information on credits earned at Cyesis, credits earned at prior school(s), GPA at Cyesis, previous semester GPA, and status at the end of the semester was obtained. Overall, student transcripts indicated that most students were earning credit toward graduation and were often earning better grades than they had the previous semester in "regular" school.

Credits on Entry

Most students entering Cyesis had earned some credits toward graduation at their prior school(s); half of those whose transcripts were randomly selected had earned nine or more credits. However, while over one-third of the students at Cyesis were identified as seniors (see Table 2), only 12 (15.8%) of those whose transcripts were selected had earned enough prior credits to qualify as seniors. This is consistent with information about student status at the end of the year, which shows that 12.9% of the Cyesis students graduated during the year.

Table 10
Credits on Entry

Number of Credits Earned	Number and Percent of Students 1st Semester (N = 54)		2nd Semester (N = 22)		Total (N = 76)	
0 - 2.5	13	(24.1%)	4	(18.2%)	17	(22.4%)
3.0 - 5.5	8	(14.8%)	3	(13.6%)	11	(14.5%)
6.0 - 8.5	8	(14.8%)	4	(18.2%)	12	(15.8%)
9.0 - 11.5	7	(13.0%)	4	(18.2%)	11	(14.5%)
12.0 - 14.5	10	(18.5%)	2	(9.1%)	12	(15.8%)
15.0 - 17.5	6	(11.1%)	2	(9.1))	8	(10.5%)
18.0 - 20.0	1	(1.9%)	3	(13.6%)	4	(5.3%)
N/A	1	(1.9%)			1	(1.3%)

Credits Earned at Cyesis

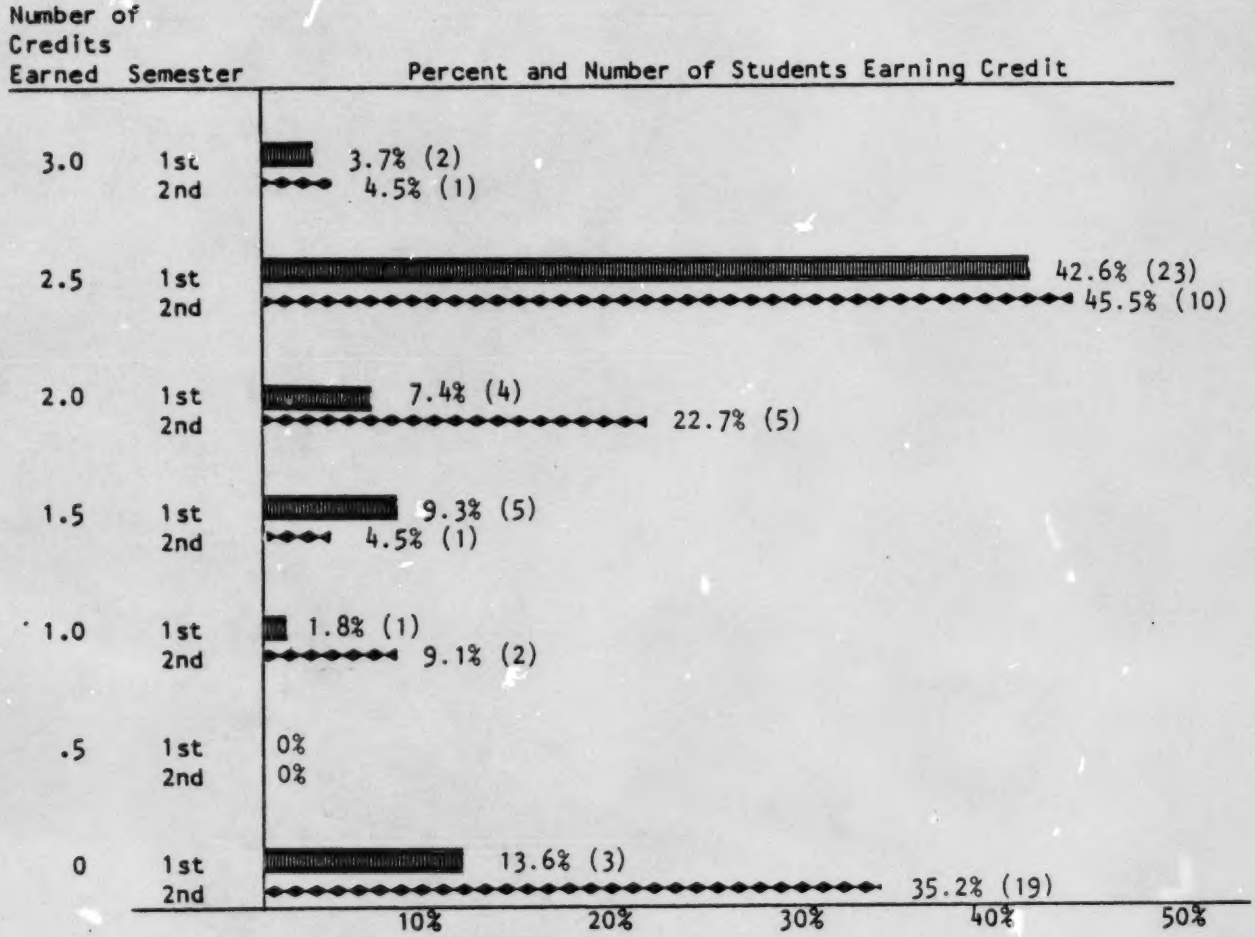
Over 70% of the students whose transcripts were studied earned credit toward graduation while at Cyesis. (Most of those who earned no credit were no longer attending Cyesis at the end of the semester). The largest percentage of students earned 2.5 credits during the semester.

Table 11

Credits Earned at Cyesis

Number and Percent of Students Based on Random Sample

1st semester - N = 54
2nd semester - N = 22



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Grade Point Average

Prior to entering Cyesis, students' grade point averages ranged from as low as 4.8 to as high as 1.0. Although no students in the random selection earned a 1.0 at Cyesis, grade point averages improved overall for Cyesis students; the range was 4.4 to 1.2. A mean GPA was calculated at the end of each semester (for students entering during that semester) and shows this overall improvement.

Table 12

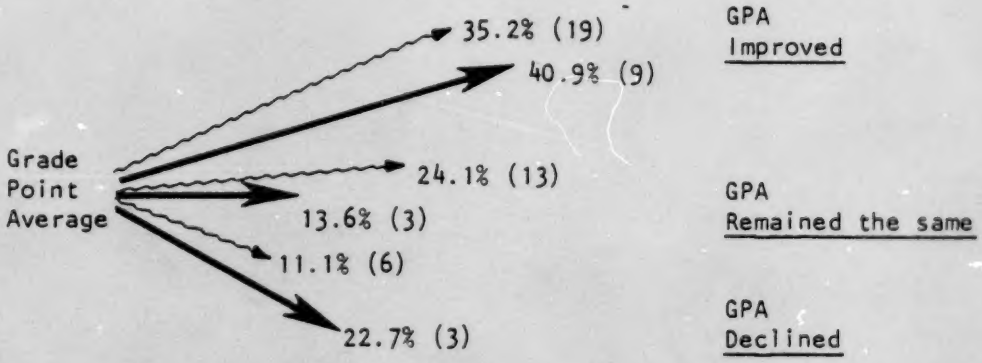
Grade Point Average

	Previous Semester GPA (Mean)	Cyesis GPA (Mean)	Improvement
1st semester	3.2	2.4	.8
2nd semester	3.1	2.7	.4

In addition, the number of students whose grade point average had changed from the previous semester by .5 or more was also determined. (Students who had no credit on entry or who earned no credits at Cyesis were included in the percentages, but identified as "not applicable"). While at Cyesis, more than one-third of the students improved their GPA .5 or more from the previous semester.

Table 13

Change of .5 or More in GPA from Previous Semester



Not applicable: 29.6% (16) 1st Semester
22.7% (5) 2nd Semester

Key: 1st semester ~~~~~> (N = 54)
2nd semester ——> (N = 22)

California Achievement Test

As one measure of student progress, the California Achievement Test (CAT) was administered in all District schools during April 1981. There were 80 Cyesis students tested at this time.

As a group, Cyesis students scored lower on the CAT than the District average. Percentile ranks for Cyesis, by grade level, are shown in the table below. Phoenix Union High School District percentile ranks are shown, for comparison, in parentheses.

Table 14

California Achievement Test

Cyesis (District)

Grade	Number Tested	Percentile Ranks: Reading	Grammar	Mathematics
Freshman	15	26 (52)	36 (49)	39 (51)
Sophomore	20	29 (50)	38 (51)	39 (49)
Junior	21	37 (50)	39 (50)	39 (50)
Senior	24	25 (51)	26 (47)	25 (47)
Total	80			

Cyesis percentile ranks were also lower than County, State, and National percentile ranks. A complete report of the results of the CAT, report number 44:08:81/82:004, is available from Research Services.

Status at the End of the Year

At the end of the 1980-81 school year most students (73.8%) were positively terminated, having completed the school year, returned to their home school, or graduated from high school.

There were 59 students (26.2%) who dropped out during the year and were considered negative terminations. The Cyesis dropout rate is higher than the District dropout rate of 18.4% for 1980-81, but not surprisingly high considering the special circumstances these students encounter during their enrollment at Cyesis.

Table 14 shows the number and percent of each type of termination during the year.

Table 15

Student Terminations - 1980-81

Number and Percent

Positive Terminations			
Completed the school year at Cyesis		92	(40.9%)
Completed graduation requirements at Cyesis*		15	(6.7%)
Returned to home school		45	(20.0%)
Returned to home school, graduated		14	(6.2%)
	Sub Total	166	(73.8%)
Negative Terminations			
Dropped out of school			
Freshmen		6	(10.2%)
Sophomores		13	(22.0%)
Juniors		13	(22.0%)
Seniors		27	(45.8%)
	Sub Total	59	(26.2%)
	Total	225	

*Students do not graduate from Cyesis. Transcripts are sent to home schools, from which the students graduate.

Creative Parenting

The Creative Parenting course at Cyesis is a full year course designed to provide information related specifically to pregnancy and parenting. It is a required course which also seeks to provide the student the opportunity to explore alternatives for various decisions the pregnancy represents.

The course consists of eleven units, titled Nutrition, Human Reproduction, Prenatal Care, Labor and Delivery, Post Partum Care, Infant Care, Child Development, Human Relations, Family Planning, Careers and Future Planning, and Consumerism.

The sequence for studying these units is determined by the student's due date. Several girls whose babies are due during a similar period of time are grouped together for this course so that units related to their needs can be presented at an appropriate time. Students receive grades at the end of each semester and also receive credit toward graduation.

Three assessment instruments were used to measure the effectiveness of the Creative Parenting course. Girls were asked to complete these instruments at various times during their enrollment at Cyesis. Because of staff workloads, student attendance, and occasional oversights, not all girls completed all of the instruments. Nonetheless, these instruments are useful in assessing the impact of the Creative Parenting class upon the students at Cyesis.

M501-A Questionnaire

The first instrument was a 50 item questionnaire designed to measure feelings about physical concerns, education and vocational concerns, infant care, self-awareness, family relationships, and financial planning. Upon entry at Cyesis, 124 students completed the questionnaire; 83 completed it upon exit from the program. Responses were tallied; a Likert Scale was developed for each set of questionnaires; and a comparison of attitudes at entry and exit was made. Responses showed a change in attitude toward almost all items, and in 20.0% of the items a dramatic change of .25 or more on the Likert Scale occurred. (These items are identified by an asterisk in the results of the questionnaire.)

The area where most items showed a change of attitude were statements relating to infant care. Almost half of these items showed a change of .25 or more on the Likert Scale. The largest change in attitude (.98) occurred in item #37, "Too much loving causes a spoiled baby." Responses indicated that students were less likely to feel that this was so after having taken the Creative Parenting course.

Upon seeing the results of the M501-A, Cyesis staff members felt that post-test results indicated that students had more realistic expectations of themselves and their children, even when changes in attitude were small.

Results of the questionnaire appear on the following pages.

Table 16

PHOENIX UNION HIGH SCHOOL DISTRICT

Creative Parenting Class

MSO1-A Questionnaire Results

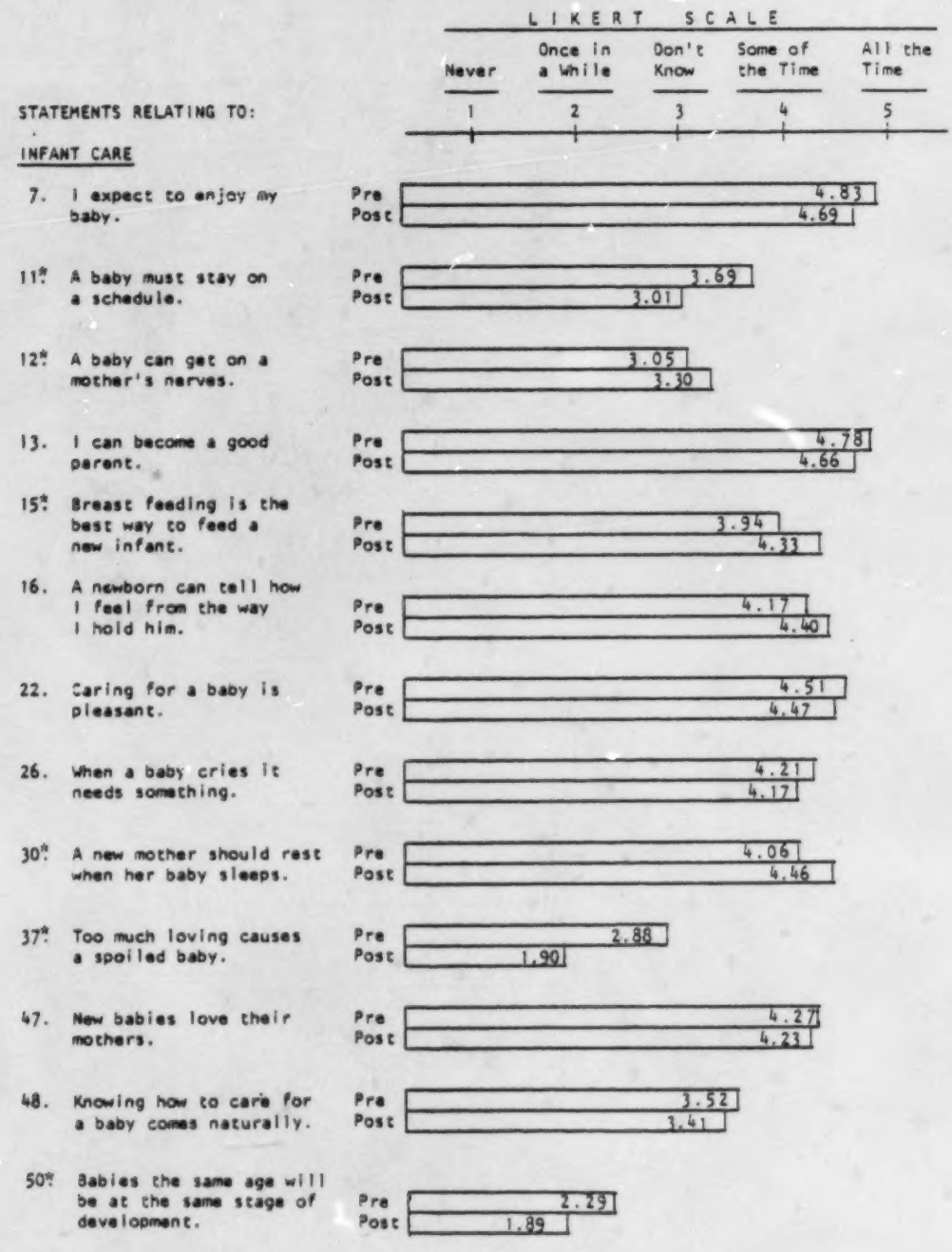
Pre-test N = 124
Post-test N = 83

STATEMENTS RELATING TO:		LIKERT SCALE: Never (1)	Once In a While (2)	Don't Know (3)	Some of the Time (4)	All the Time (5)
PHYSICAL CONCERNS						
2. The idea of going to a hospital frightens me.	Pre			2.88		
	Post			2.84		
8. My doctor answers clearly any questions I ask him.	Pre				4.41	
	Post				4.00	
31. I can choose when I will become pregnant again.	Pre				3.87	
	Post				3.95	
34. It is important for me to take good care of my body.	Pre					4.96
	Post					4.87
43. I really like to exercise.	Pre				3.56	
	Post				3.40	
44. Since I've been pregnant, my moods are about the same as they were before.	Pre			2.50		
	Post			2.49		
45. Being awake during labor and delivery is important.	Pre				4.25	
	Post				4.46	
STATEMENTS RELATING TO:						
EDUCATION AND VOCATIONAL CONCERNS						
1. I can finish my high school education.	Pre				4.45	
	Post				4.61	
6.* Mothers should stay home with their children and not work.	Pre			2.74		
	Post			2.40		
14. I have a right to choose what I will do.	Pre				4.57	
	Post				4.55	
18. I know how to make my own decisions.	Pre				4.05	
	Post				4.20	
38. I know what I have to do get the education I want.	Pre				4.59	
	Post				4.55	

*A change of .25 or more occurred from pre to post-test.

PHOENIX UNION HIGH SCHOOL DISTRICT

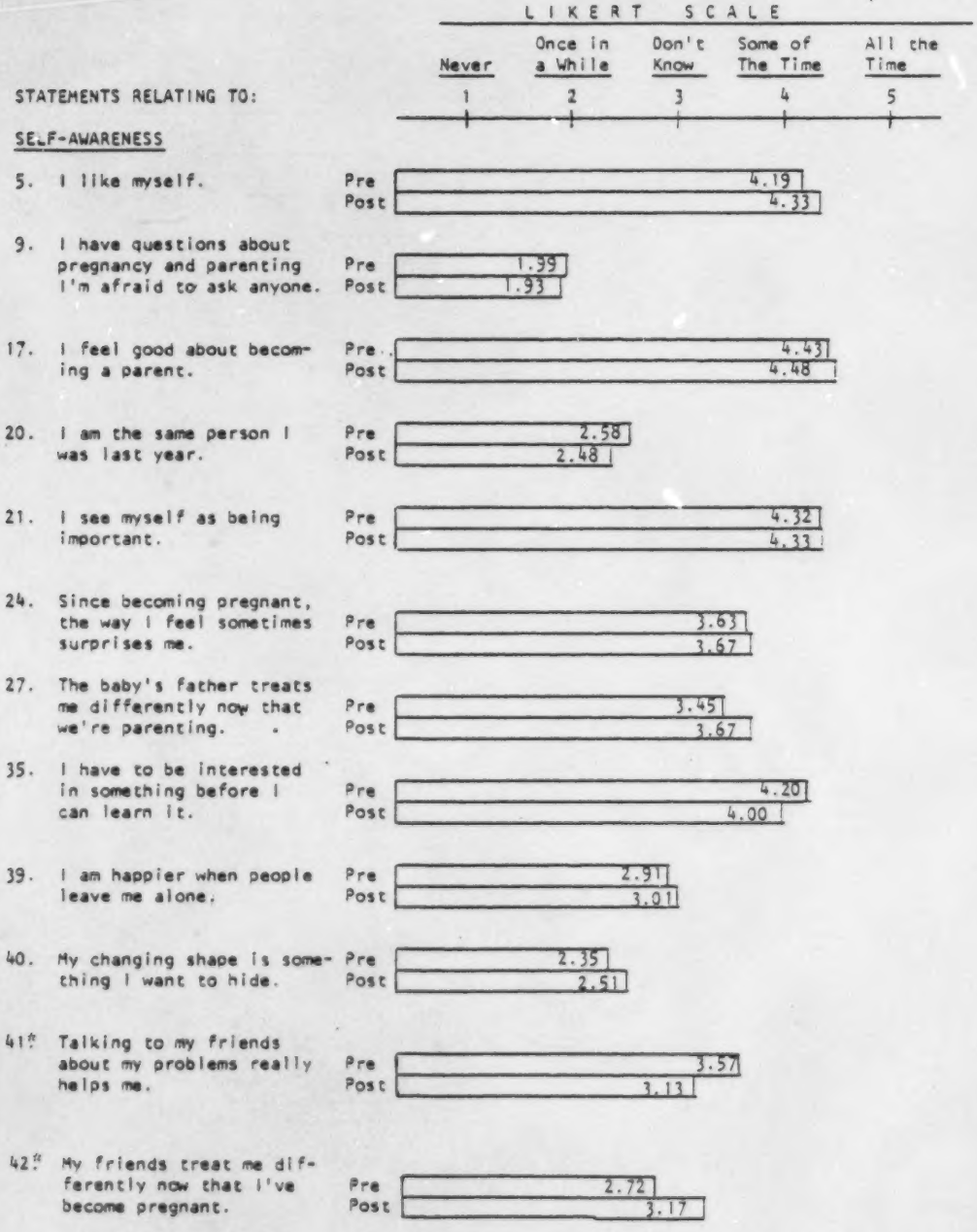
Creative Parenting Class



*A change of .25 or more occurred from pre to post-test

PHOENIX UNION HIGH SCHOOL DISTRICT

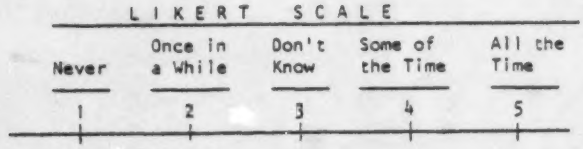
Creative Parenting Class



*A change of .25 or more occurred from pre to post-test

PHOENIX UNION HIGH SCHOOL DISTRICT

Creative Parenting Class



STATEMENTS RELATING TO:

FAMILY RELATIONSHIPS

3.	I am accepted by my family.	Pre	4.53
		Post	4.64
4.	I need to be married to be a good parent.	Pre	1.65
		Post	1.56
19.	Being a teenager is different now than when my mother was a teenager.	Pre	3.83
		Post	4.06
23.	I get along with my brothers and sisters.	Pre	3.83
		Post	3.93
28.*	My father understands me.	Pre	2.93
		Post	3.42
29.	My brothers and sisters like me.	Pre	4.39
		Post	4.33
33.	My mother understands me.	Pre	3.94
		Post	4.02
49.	Being a part of my family is important to me.	Pre	4.54
		Post	4.65

STATEMENTS RELATING TO:

FINANCIAL PLANNING

10.	Making a budget is easy for me.	Pre	3.12
		Post	3.11
25.*	The more a product costs, the better it is.	Pre	2.72
		Post	2.31
32.	Having a baby is a financial burden.	Pre	3.04
		Post	3.19
36.	Sticking to a budget is easy for me.	Pre	3.25
		Post	3.23

*A change of .25 or more occured from pre to post-test

Priorities Assessment

A second instrument used to assess the Creative Parenting course was a Priorities Assessment, which was given by the teachers during their Creative Parenting classes.

At the beginning of the course students were given a list of the titles of the eleven units of the class (see page 21). They were then asked to number the items according to what they felt was of the most immediate importance (first priority) and what was of least importance (last priority). These priority lists showed what units students wanted to spend time on first.

Ninty-six students completed the priority list upon entry to Creative Parenting classes, and 60 completed it upon exit. Their responses were tallied; a weighted scale was developed for each set of priorities; and a comparison of the results was made.

The five units considered to have highest priority at entry to the class were, in order, Prenatal Care, Nutrition, Labor and Delivery, Infant Care, and Post Partum Care. The urgency of these topics to the pregnant girl is understandable. In response, most teachers apparently place a great deal of emphasis on these units.

Of lesser importance, in order, were Child Development, Family Planning, Human Reproduction, Human Relations, Careers, and Consumerism. These units apparently have less urgency for the pregnant student upon entry into the Creative Parenting class.

However, an important shift in priorities occurred between pre- and post-test, indicating increased interest in units which had originally been of lower priority. All of the five original high priority units decreased in weighted value, while all of the lower priority units increased in weighted value. These shifts suggest that student needs, expressed by priorities on entry, are being met and that students are then able to place higher priority on other units.

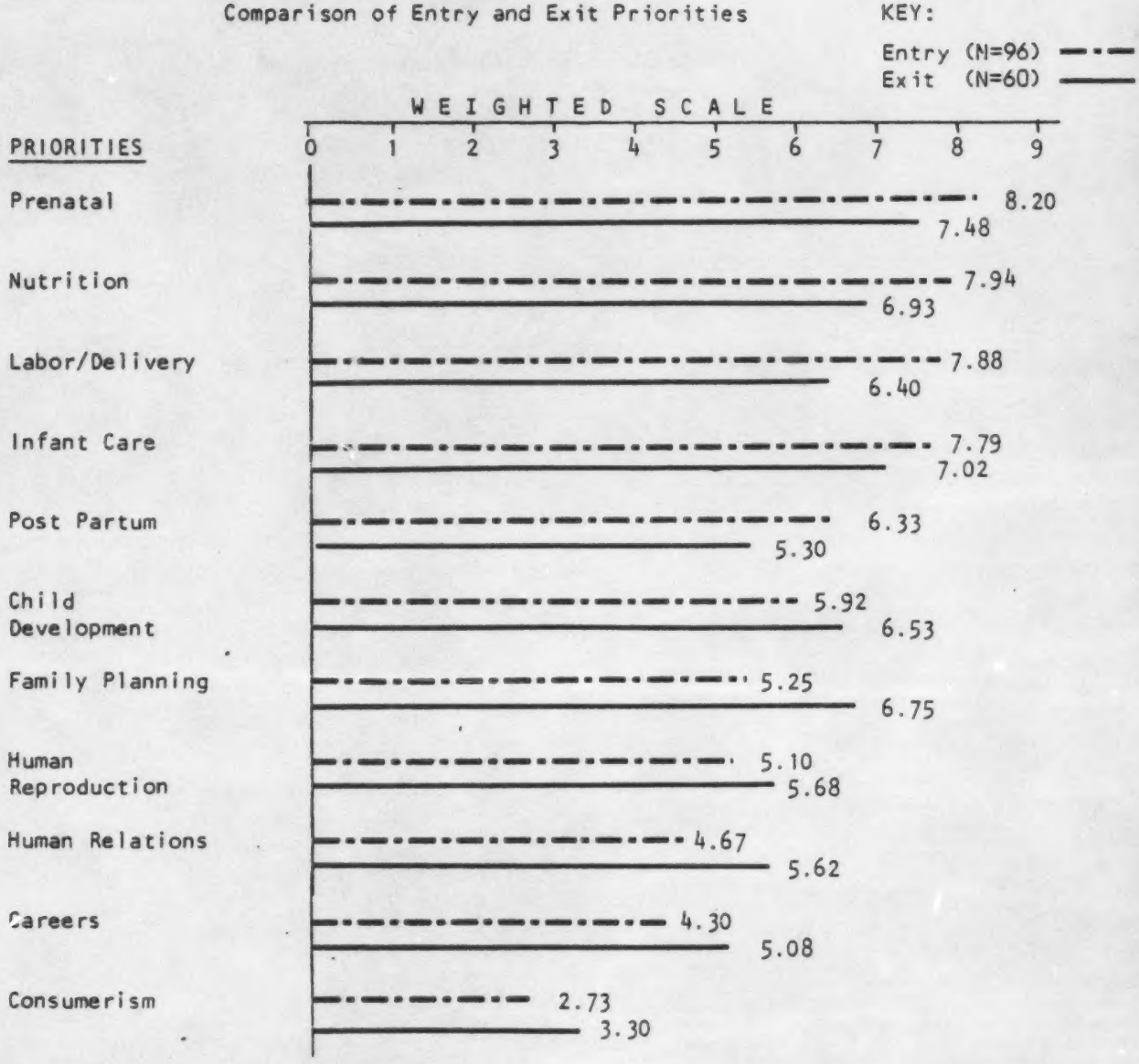
The greatest shifts in priorities occurred in the units titled Labor and Delivery and Family Planning. It is possible that many of the respondents gave birth during the assessment period, and also that the unit on Labor and Delivery had been completed in class to the student's satisfaction, thus dramatically decreasing its priority. At the same time, the student's concept of the need for information about Family Planning apparently became dramatically more important, for this unit showed the greatest increase in priority between entry and exit from the class.

Results of the Priority Assessment appear on the following pages.

Table 17

CREATIVE PARENTING

Comparison of Entry and Exit Priorities



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Creative Parenting Grades

Grades/Credits Earned

Cyesis students earned credit and grades for each semester of Creative Parenting class satisfactorily completed. During first semester 103 students completed the the course; 99 completed the course second semester. Many students were enrolled in the Creative Parenting class during both semesters; therefore, the number of grades reported here includes some duplicate count of students.

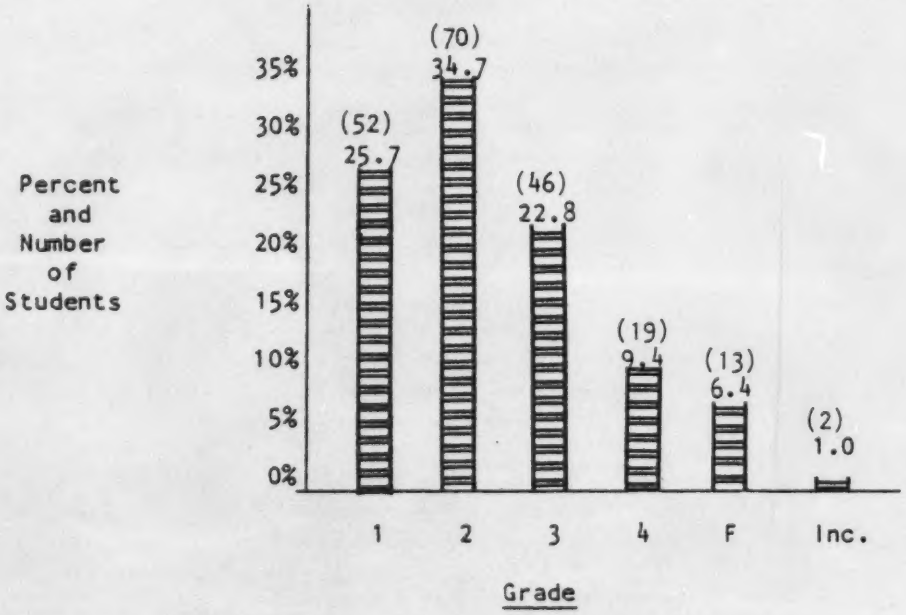
Grade records indicate that over 60% of the students earned above average grades in the Creative Parenting class. Table 17 shows the number and percent of grades earned over the year. A grade of "1" is high, an "F" is a failure.

Table 18

Creative Parenting Grades

(N=202)

First and Second Semester Combined - Percent and Number Earning Each Grade (Duplicate Count)



Teacher/Student Ratio

Nine of the Cyesis staff members taught Creative Parenting classes. The number of students assigned to each teacher ranged from 13 to 24 first semester, and 12 to 18 second semester. During each semester a number of students withdrew from class to either return to their home campus, drop from school, or transfer to another class. Therefore, the average number of students in each class, based on the number of students who earned grades/credits at the end of each semester, was 11.

Grading Standards

Grading patterns differed among the nine teachers. During first semester, one teacher gave eleven students a grade of "1", accounting for 38.0% of the "1's" given. Another teacher gave no "1" grade either first or second semester. Since Cyesis students are not grouped according to academic ability in these classes, it appears that there are some differences between teachers in grading standards in this course.

Table 19

Average Grade for Students in Creative Parenting Classes

	Average Grade and Number of Students	
Teacher	1st Semester	2nd Semester
A	2.3 (12)	2.7 (10)
B	2.8 (12)	2.2 (9)
C	2.6 (7)*	2.3 (12)
D	2.6 (14)	2.2 (13)
E	2.2 (13)	1.6 (12)
F	1.6 (7)	2.5 (8)
G	2.3 (7)	2.9 (9)
H	1.7 (16)	2.5 (11)
I	3.2 (13)*	3.1 (15)

*There was one additional student in each of these classes who earned an "Incomplete".

Perinatal Data
(as of April 19, 1981)

There were 117 deliveries by Cyesis students during the 1980-81 school year.

Student health records contain information about each delivery, including age of mother at delivery, birth weight, complications, and other information. These records were compiled by the school nurse and provided for this evaluation on April 29, 1981. Although individual student records were maintained through the end of the school year, data was not compiled for use in this report after the above date.

Number of Births/Age of Mothers

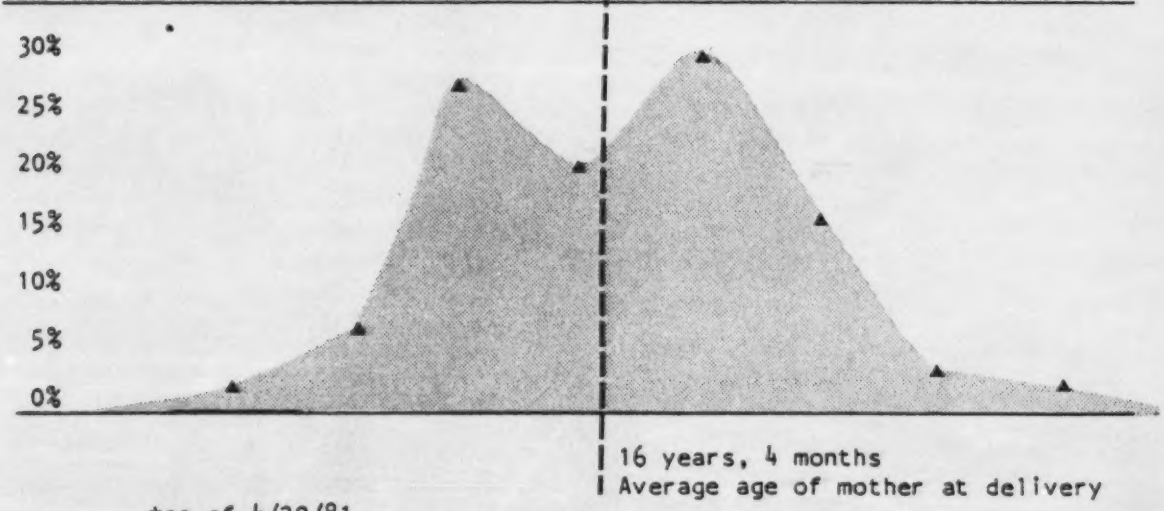
During the reported time period (9/3/80 - 4/29/81) there were 108 deliveries: 80 by students at Cyesis East, 28 at Cyesis West. The age of the mothers at time of delivery ranged between 13 and 20 years old. The average age of the mother at delivery was 16 years, 4 months old.

Table 20

Age of Mother at Delivery

(N=108*)

Age:	13	14	15	16	17	18	19	20
Number	1	6	28	22	31	16	3	1
Percent	.9%	5.5%	25.9%	20.4%	28.7%	14.8%	2.8%	.9%



*as of 4/29/81

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Premature Births and Low Birth Weight Babies

According to research conducted by the Guttmacher Institute, teenage mothers are more likely than those who delay childbearing until their 20's to have babies that are premature or of low birth weight (less than 5.5 pounds). Infant mortality is also more likely for children of teenage mothers, according to the report. Of the 108 births reported here, 14 (13.0%) were premature births (prior to 38 weeks) and 6 (5.6%) were babies of low birth weight. One of the premature babies died; in addition, there was one still birth, one spontaneous abortion, one fetal death (cause unknown), and one intrauterine death of the fetus.

The Cyesis staff compiled 1980 figures on low birth weight babies from the Maricopa County Health Department. These 1980 figures show that in the area served by the Phoenix Union High School District there were 1423 live births to mothers 18 years old or under (see Table 8). Of these there were 117 low birth weight babies, a rate of 8.2% as compared to 5.6% at Cyesis.

Figures for the District were not compiled on premature births or deaths.

Complications

Four of the 108 Cyesis students were reported to have toxemia and one had anemia, complications fairly common in teenage pregnancies. Other students had complications such as kidney, urinary tract, and bladder infections; eclampsia; premature spontaneous rupture of membranes; and intrauterine growth retardation.

There were also complications of labor, delivery and postpartum. Thirteen girls had cesarean section deliveries; other complications included perineal tearing, postpartum hemorrhage or infection, prolonged labor, or postoperative wound dehiscence.

Counselor Activities

The Cyesis counselor was responsible for numerous services to Cyesis students during the 1980-81 school year. Counselor records indicate that he participated in the following activities:

Student Contacts: The counselor made an average of 3 contacts per student during the year. This does not include informal contacts in the classroom or dining area.

Student Evaluations: 512 student evaluations were made which included transcript review, test administration and interpretation, and registration to the students' home school.

Parent Conference: Six special conferences were held with parents, not including parent participation in registration.

Parent Contact by Phone: 91 phone contacts were made with parents.

Counselor-to-Counselor Contacts: 26 contacts by phone or written communication were made with counselors regarding students.

Home Visits: 50 home visits, including visits by student nurses and community aides, as well as the school counselor, were made.

Group Counseling: 21 students at Cyesis East met once a week in group counseling sessions conducted in conjunction with Interfaith Counseling Service.

A total of 30 students at Cyesis West met once a week in group counseling sessions conducted in conjunction with the Youth Service Bureau.

Career Planning: Fall Program - The Career Occupational Preference System test was administered to 47 students. On-campus visits and presentations were made by representatives of six career fields.

Spring Program - There were three field trips which provided a total of 20 students the opportunity to visit businesses and industries in career/occupational interest areas.

Testing: 80 students were administered the state required California Achievement Test in Spring 1981.

Outside Agency Contacts: 41 contacts were made with private agencies such as hospitals and schools.

383 contacts were made with public agencies including the county hospital and several federal agencies which provide human services.

(See also Public and Private Agencies Used by Cyesis Students)

Agencies and Organizations Used by Cyesis Students

Cyesis students used a wide range of public and private agencies, special programs, and services. Many of the contacts with these groups were made with the assistance of the Cyesis staff.

One agency, the Infant Care Resource Center (ICRC), has become an integral part of the Cyesis Program, providing a nursery and a learning resource for pregnant and parenting students. Located in the same facility as the Cyesis East Program, the ICRC provided care for 46 babies of Cyesis students during the year. No similar facility was available to students at the west side Cyesis facility. The Department of Economic Security (DES) provided assistance to many Cyesis students in the form of day care, food supplement programs, welfare, clothing, etc.

Maricopa County Hospital served many Cyesis students providing health care and delivery services.

There were 28 Cyesis students involved in the Via De Armistad Program for teen mothers through Chicanos Por La Causa.

Thirteen students participated in the CETA school year program, earning a total of $3120.33.

A list of agencies and organizations used by Cyesis students during the 1980-81 school year follows.

Agencies and Organizations Used by Cyesis Students

1980-81

Adolescent Parent Project
Alhambra Evening School
Alphamega Life Support Center
Arizona Health Plan
Association of Supportive Child Care
Barrio Youth Project
Birth Right of Arizona
Call-A-Teen
Camelback Hospital Counsel Line
Casa Linda Lodge
Catholic Social Services
Chicanos Por La Causa
Childbirth Education Association (CEA)
Community Clothing Bank
Community Legal Services
Comprehensive Employment Training Act (CETA)
Department of Economic Security (DES)
Department of Housing and Urban Development (HUD)
Family Planning Institute
Family Service Agency
Florence Crittenton Services of Arizona
Human Resource Center #2
Infant Care Resource Center
Interfaith Counseling Service
Jewish Family and Childrens' Service
LEAP Transportation
LDS Social Services
March of Dimes
Maricopa County General Hospital
Maricopa County Health Department
Maricopa County Youth Bureau
Maryvale Youth Center
Memorial Hospital of Phoenix
Phoenix Birthing Center
Phoenix Educational Opportunity Center (PEOC)
Phoenix General Hospital
Phoenix Indian Health Services
Phoenix Job Corps
Phoenix Opportunities Industrialization Center (POIC)
Phoenix South Community Mental Health Center
Planned Parenthood of Central and Northern Arizona
St. Joseph's Hospital
Samaritan Health Services
South Phoenix Youth Center
Tumble Weed
USAF Hospital - Luke Airforce Base
Women, Infants and Children (WIC)
Work Incentive Program (WIN)
Youth Service Bureau

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Medical/Social Service Agencies Survey

In order to determine how well informed community medical and social service providers are about the Cyesis Program, a survey of these groups was conducted in March 1981. Those selected to receive questionnaires were 19 private physicians whose patients included Cyesis students, and 37 social service agencies which serve Cyesis eligible students. A total of 43 responses were received including 10 from private physicians and 33 from social service agencies.

Physicians Response

Ten of the 19 physicians responded to the questionnaire (52.6%).

The responding physicians indicated they were involved in health care services such as medical care, various types of counseling, and family planning. Although these physicians had been identified by Cyesis students as their doctors, 80% indicated they had not received information about Cyesis, and 90% stated they wanted more information about the program. Not surprisingly, then, in light of their lack of information about Cyesis, only one physician said he referred patients to Cyesis; most physicians (70%) responded "Don't know" when asked their opinion of Cyesis; and most did not know why Cyesis eligible students decided not to attend the program.

(A factor not addressed in the questionnaire but related to the topic of how well informed physicians are about Cyesis should be addressed here. Physicians must complete medical evaluation forms prior to student's admission to Cyesis, as explained on page 1, Program Description. Evidently, neither these evaluation forms nor the students/patients themselves are providing the physicians with what they consider to be information about Cyesis. See also Exhibit B.)

Social Service Agencies Response

The 33 responding social service agencies (89.2% of those who received questionnaires) were better informed about Cyesis than physicians and generally expressed a positive opinion of the program.

Over half of the respondents (57.6%) received some source of government funding for their operations. Other funds were received from fees and donations, churches, special grants, and other sources.

Many respondents identified themselves as multiple service agencies which provide health care, counseling, social services, and recreational services. Several indicated they offered residential settings for pregnant girls. When asked "In what main areas does your agency or office specialize?", the most frequent responses were, in order,

1. crisis counseling
2. medical care
3. mental health counseling
4. family planning
5. medical counseling
6. marital counseling

Other services included alcohol, job, and drug counseling; and emergency, financial, nursery, and child protection services.

Almost all respondents (87.9%) indicated they had received information about Cyesis, although 12.1% were uncertain. Two-thirds of the respondents wanted more information about Cyesis. While 27.3% said they did not want more information, their comments indicated that they wanted to know when changes occurred in the program so their information would be current. Several respondents commented that they would like brochures or handouts for Cyesis eligible clients and their parents, and one repsondent requested feedback on girls they refer.
Seventy-five percent of the respondents stated that they served ten or more Cyesis eligible clients last year, with four of those indicating they had served more than 100. Nearly two-thirds (63.6%) said they had made some referrals to Cyesis in the past year, although 18.2% said they did not make referrals and 18.2% did not know if they had. Reasons for not making referrals included location/transportation, lack of information, prefer Homebound, not seeing girls until time of delivery, or making referrals elsewhere.

Two respondents indicated some concern about referring a girl who might be considering relinquishing her baby for adoption because, they felt, "the emphasis in Cyesis is apparently on keeping the child".

Unrelated to the subject of referrals, respondents were asked to give their opinion of the major reasons Cyesis eligible students decided not to attend Cyesis. The most frequent responses were as follows:

1. Not interested in continuing school
2. No transportation
3. Preferred to stay home during pregnancy
4. Lack of support from family
5. Lack of information about Cyesis
6. Don't like school

Asked for their overall opinion of the Cyesis Program, a total of 84.9% of the social service agencies rated it "excellent" or "good", while only 12.1% answered "don't know". Accompanying comments called Cyesis the "best program of its kind", and "a fine program"; comments praised the "concern and competence" of the staff as well as many other aspects of the program.

Results of the questionnaire appear on the following pages.

Table 21

CYESIS CENTERS

Medical/Social Services Agencies
Survey Results

QUESTIONS:	AGENCIES #	AGENCIES %	PHYSICIANS #	PHYSICIANS %
2. Source of funding: (check as many as apply)				
Government (State/National)	19	57.6	-	
Church	6	18.2	-	
Private	13	39.4	10	100.0
Special grant through foundation	4	12.1	-	
Other	16	48.5	1	10.0
3. Type of agency/office:				
Health Care	16	48.5	10	100.0
Counseling	16	48.5	2	20.0
Social Service	16	48.5	-	
Recreational	4	12.1	-	
Other	11	33.3	-	
4. In what main areas does your agency or office specialize? (Place a "1" by the main area, and a by other areas in which your agency specializes)				
Medical care	18	54.5	8	80.0
Transportation	2	6.1	-	
Financial aide	4	12.1	-	
Family planning	13	39.4	6	60.0
Legal aid	0	-	-	
Sexual assault	1	3.0	1	10.0
Housing	4	12.1	-	
Emergency food/clothing/shelter	4	12.1	-	
Nursery/day care resources	4	12.1	-	
Child protection services	4	12.1	-	
Marital counseling	11	33.3	5	50.0
Mental health counseling	14	42.4	1	10.0
Alcohol counseling	9	27.3	1	10.0
Job counseling	8	24.2	-	
Religious counseling	3	9.1	-	
Drug counseling	7	21.2	1	10.0
Medical counseling	12	36.4	7	70.0
Crisis counseling	21	63.6	1	10.0
Other	16	48.5	-	

QUESTIONS:	AGENCIES #	AGENCIES %	PHYSICIANS #	PHYSICIANS %
5. Has your office received information about Cyesis?				
Yes	29	87.9	1	10.0
No	-		8	80.0
Uncertain	4	12.1	1	10.0
6. Would you like to receive more information about Cyesis?				
Yes	22	66.7	9	90.0
No	9	27.3	-	
N/A	-		1	10.0
7. Approximately how many Cyesis eligible clients were served by your office last year?				
0-10	6	18.2	4	40.0
10-20	6	18.2	2	20.0
20-50	3	9.1	-	
50-100	6	18.2	-	
More than 100	4	12.1	2	20.0
Don't know	6	18.2	2	20.0
N/A	2	6.1	-	
8. Did you refer any of these clients to Cyesis? If so, approximately how many?				
Yes	21	63.6	1	10.0
Approximate number Range	2-50		N/A	
Mean	14			
No	6	18.2	7	70.0
Don't know	6	18.2	2	20.0
9. What is your overall opinion of the Cyesis Program?				
Excellent	15	45.5	1	10.0
Good	13	39.4	1	10.0
Fair	1	3.0	1	10.0
Poor	-		-	
Very poor	-		-	
Don't know	4	12.1	7	70.0

QUESTIONS:	AGENCIES #	AGENCIES %	PHYSICIANS #	PHYSICIANS %
10. In your opinion what are the major reasons Cyesis eligible students decide not to attend Cyesis? (check as many as apply).				
Poor locations	10	30.3	-	
No transportation	16	48.5	1	10.0
Financial problems	4	12.1	1	10.0
Personal health problems	-		-	
Health problems of children	1	3.0	-	
No child care	5	15.2	-	
Not interested in continuing school	17	51.5	1	10.0
No friends at school	6	18.2	-	
Don't like school	12	36.4	1	10.0
Lack of information about Cyesis	13	39.4	1	10.0
Lack of support from family	14	42.4	1	10.0
Working full-time	1	3.0	-	
Want to stay in "regular" school	3	9.1	-	
Prefer to stay home during pregnancy	14	42.4	1	10.0
Got kicked out of school	2	6.1	1	10.0
Lack of English language skills	2	6.1	-	
Don't know	7	21.2	6	60.0
Other	1	3.0	-	

Staff Survey

A survey of the Cyesis staff was conducted in November, 1980 to determine their opinion of various facets of the program. The 17 member staff (14 female, 3 male) included 10 certificated teachers, 3 aides, a counselor, a nurse, a secretary, and an administrator. Sixteen staff members (94.1%) responded to the survey.

Overall, staff members had highly favorable opinions of Cyesis, with 81.3% rating it "excellent" and the remaining 18.8% rating it "good." Contributing to the positive endorsement was the feeling that staff members work as a team and that "I am a valued member of that team" (75% agreed strongly, 25% agreed). The administrator of the program also rated highly, with 93.8% agreeing that she is an effective administrator.

Staff members were well prepared for their jobs, with 10 members (62.5%) holding advanced degrees. Fourteen staff members (87.5%) reported having worked at another school for as few as one and as many as 10 years. However, despite these credentials, only two members (12.5%) felt that their education and experiences made them very well prepared to teach at Cyesis. Another two members, both with previous teaching experience, felt they were not well prepared, while over half the staff (56.3%) felt only "somewhat prepared." It was felt by all but two staff members that "it takes a period of time to become a truly effective staff member here," with 50% indicating it would take more than 3 months to do so. The majority did not feel that marital or parental status influenced the effectiveness of a staff member, although there was a tendency for a few to feel that being a parent helped them be a little more effective; one respondent commented, "It affords a better frame of reference." More important, evidently, were the pre- and in-service programs; all respondents agreed to some extent that these programs were valuable.

"Creative Parenting" was taught by nine of the ten certificated teachers. Of the survey respondents, 14 (87.5%) "agreed strongly" that the course helped students develop a better understanding of pregnancy and parenting. They also agreed, although less strongly, that the course helped Cyesis students understand their options for the future.

As to their general responsibilities on the staff, all respondents felt that staff members must be concerned with academics and personal development of students. To that end, when asked about the quality of education at Cyesis as compared to regular school, 50% felt it was "as good as in regular school," 31.3% felt it was "better"; only two staff members either disagreed or did not know how it compared with regular school. One staff member commented, "It is different."

Finally, when asked to assess those outside of Cyesis who work with Cyesis students, staff members gave mixed responses. Social service agencies were viewed as being somewhat helpful to Cyesis students by all but one respondent. However, doctors were viewed less positively with only 50% of the respondents agreeing that students receive adequate information and care from them, and 37.5% disagreeing somewhat. The Infant Care Resource Center received strong endorsement from all staff members as being a valuable learning center and as a nursery. All staff members assigned to Cyesis West indicated the need for a similar facility at the west side site.

Staff survey results appear on the following page.

#33:08:80/81:006wp

Table 22

Cyesis Staff Survey Results

N=16

	Agree 1	2	3	Disagree 4	5
1. My education and experience prepared me to work at Cyesis.	2 12.5%	9 56.3%	3 18.7%	0 0.0%	2 12.5%
2. The pre-service and in-service programs at Cyesis are valuable.	7 43.8%	7 43.8%	2 12.5%	0 0.0%	0 0.0%
3. It takes a period of time to become a truly effective staff member here. No Answer = 1 (6.3%)	1 6.3%	4 25.0%	8 50.0%	0 0.0%	2 12.5%
4. Cyesis staff members must be concerned with academics and personal development of students.	16 100.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
5. The Cyesis program director is an effective administrator.	9 56.3%	6 37.5%	1 6.3%	0 0.0%	0 0.0%
6. The Creative Parenting class helps students develop a better understanding of pregnancy and parenting.	14 87.5%	1 6.3%	1 6.3%	0 0.0%	0 0.0%
7. The Creative Parenting class helps students understand their options for the future.	7 43.8%	8 50.0%	1 6.3%	0 0.0%	0 0.0%
8. The quality of education at Cyesis is as good as in "regular" school. No Answer = 1 (6.3%)	5 31.3%	8 50.0%	1 6.3%	1 6.3%	0 0.0%
9. Social Service agencies have been helpful to Cyesis students.	1 6.3%	14 87.5%	1 6.3%	0 0.0%	0 0.0%
10. Cyesis students are receiving adequate information and care from their doctors.	0 0.0%	8 50.0%	6 37.5%	0 0.0%	2 12.5%
11. The Infant Care Resource Center is a valuable infant care learning center.	13 81.3%	3 18.8%	0 0.0%	0 0.0%	0 0.0%
12. The Infant Care Resource Center is valuable as a nursery.	10 62.5%	1 6.3%	5 31.3%	0 0.0%	0 0.0%
13. The staff at Cyesis works as a team, and I feel I am a valued member of that team.	12 75.0%	4 25.0%	0 0.0%	0 0.0%	0 0.0%
14. A staff member who is married is more effective with Cyesis students than a staff member who is not married.	0 0.0%	1 6.3%	0 0.0%	6 37.5%	9 56.3%
15. A staff member who is a parent is more effective with Cyesis students than a staff member who is not a parent.	0 0.0%	3 18.8%	0 0.0%	7 43.8%	6 37.5%
16. My overall opinion of Cyesis is:	13 81.3%	3 18.8%	0 0.0%	0 0.0%	0 0.0%

* Numbers may not equal exactly 100.0% because they have been rounded.

MJF:sv
12-8-80

Student Survey

At the end of each semester of the 1980-81 school year, a survey of students attending the Cyesis Centers was conducted to determine their opinions of the program. A total of 130 students responded to the survey (95 from Cyesis East, and 35 from Cyesis West). Responses from each semester were similar and have therefore been combined in this report.

Cyesis students learned about the program from a variety of sources, including school employees (30.0%), parents or family friends (33.1%) and girl or boy friends (18.5%). A few (12.3%) learned about Cyesis from clinics, social service agencies or doctors, while 4.6% learned about it from the newspaper or other media.

Having chosen to attend Cyesis, most students found that the education they were getting there was as good (37.7%) or better (52.3%) than in "regular" school. They were particularly supportive of the Creative Parenting class: 93.1% of the students felt the class helped them understand the options they have in the future while 96.2% felt the class helped them develop a better understanding of pregnancy and parenting.

Most students (79.2%) felt the other courses they had taken at Cyesis had been interesting and worthwhile also, although 19.2% found them only "so-so." However, many students felt the number of courses offered at Cyesis was not always adequate: only 16.2% found that Cyesis had "all" the courses they wanted, 44.6% of the students felt Cyesis had "most" of the courses, and 25.4% felt it had only "some" of the courses they wanted.

As a final endorsement of the Cyesis Program, almost all of the students (93.8%) felt the Cyesis staff had been concerned about them as students and as individuals.

Students were also asked their opinion of the support services related to the Cyesis Program including social service agencies, doctors, and the Infant Care Resource Center. Although 75.4% of the students had never visited a social service agency, almost two-thirds of those who had found the agency to be "very helpful" while the other one-third found the agency "did nothing," "hardly helped," or gave "a little help." Regarding their doctors, two-thirds of the students agreed that doctors gave them adequate information and personal attention, but the remaining students expressed no opinion or disagreed about these services. Second semester respondents had a higher opinion than first semester students. The Infant Care Resource Center (ICRC) received strongest endorsement from students at Cyesis East where the facility was used by 34 of the respondents. A majority of the respondents from Cyesis West indicated they would use a similar center if one were located at that campus. Many respondents who had "no opinion" about the ICRC were from the West Campus, but there were a few at the East Campus who disagreed with or had no opinion of the value of the ICRC. More students found the ICRC to be valuable during second semester than first semester.

Students responding to the survey seemed generally satisfied with the Cyesis Program, and 93.8% rated it "excellent" or "good" overall. Almost all respondents (91.5%) plan to continue school after they leave Cyesis, an indication of a positive attitude toward their education.

Results of the survey appear on the following page.

Table 23

Cyesis Student Survey (Results)

Combined - 1st and 2nd Semester

N = 130

1. I heard about Cyesis from:	School counselor, teacher or nurse	Parents or family friend	Girl or boy friend	Clinic, social service agency or doctor	Newspaper or other media
No Answer 2 (1.5%)	39 (30.0%)	43 (33.1%)	24 (18.5%)	16 (12.3%)	6 (4.6%)
2. The Creative Parenting class has helped me understand the options I have in the future.	Agree strongly	Agree	No opinion	Disagree	Disagree strongly
No Answer 2 (1.5%)	59 (45.4%)	62 (46.7%)	5 (3.8%)	2 (1.5%)	
3. The Creative Parenting class has helped me develop a better understanding of pregnancy and parenting.	Agree strongly	Agree	No opinion	Disagree	Disagree strongly
No Answer 2 (1.5%)	87 (66.9%)	38 (29.2%)	3 (2.3%)		
4. My opinion of the number of courses offered at Cyesis is:	Has all the courses I want	Has most of the courses I want	No opinion	Has some of the courses I want	Does not have the courses I want
No Answer 1 (.7%)	21 (16.2%)	58 (44.6%)	11 (8.5%)	33 (25.4%)	6 (4.6%)
5. The courses I have taken at Cyesis have been interesting and worthwhile.	Agree strongly	Agree	The classes have been so-so	Disagree	Disagree strongly
No Answer 2 (1.5%)	34 (26.1%)	69 (53.1%)	25 (19.2%)		
6. The staff at Cyesis has been concerned about me as a student and as an individual.	Agree strongly	Agree	No opinion	Disagree	Disagree strongly
No Answer 2 (1.5%)	70 (53.8%)	52 (40.0%)	6 (4.6%)		
7. I am getting as good an education at Cyesis as in "regular" school.	Agree, in it's fact it's better	Agree, it's as good	I don't know	Disagree not as good	Disagree very much
No Answer 1 (.7%)	68 (52.3%)	49 (37.7%)	9 (6.9%)	2 (1.5%)	1 (.7%)
8. When I needed help I went to a social service agency. My opinion of the agency was:	The agency was very helpful	The agency gave me a little help	The agency hardly helped me at all	The agency did nothing	I never visited an agency
No Answer 5 (3.8%)	17 (13.1%)	6 (4.6%)	3 (2.3%)	1 (.7%)	98 (75.4%)
9. The Infant Care Resource Center is valuable as an infant care learning center.	Agree strongly	Agree	No opinion	Disagree	Disagree strongly
No Answer 2 (1.5%)	35 (26.9%)	48 (36.9%)	39 (30.0%)	2 (1.5%)	4 (3.1%)
10. The Infant Care Resource Center is valuable as a nursery.	Agree, and I use the nursery	Agree, but I do not use the nursery	Agree. Would use one at Cyesis West	Disagree, but use it anyway	Disagree do not use it
No Answer 4 (3.1%)	34 (26.1%)	65 (50.0%)	21 (16.2%)		6 (4.6%)
11. My doctor gives me all the information I want/need in order to understand my pregnancy.	Agree strongly	Agree	No opinion	Disagree	Disagree strongly
No Answer 2 (1.5%)	30 (23.1%)	61 (46.9%)	14 (10.8%)	19 (14.6%)	4 (3.0%)
12. My doctor gives me enough personal attention so I feel like he/she really knows and cares about my health and the health of my baby.	Agree strongly	Agree	No opinion	Disagree	Disagree strongly
No Answer 2 (1.5)	32 (24.6%)	52 (40.0%)	27 (20.8%)	15 (11.5%)	
13. When I leave Cyesis I plan to:	Return to home school & graduate	Graduate, get further education	Return to school & work parttime	Quit school and get a job	Quit school and stay home
No Answer 8 (6.2%)	53 (40.8%)	38 (29.2%)	28 (21.5%)	2 (1.5%)	1 (.7%)
14. My overall opinion of Cyesis is:	Excellent	Good	Fair	Poor	Very poor
No Answer 1 (.7%)	94 (72.3%)	28 (21.5%)	6 (4.6%)	1 (.7%)	

Percents may not equal exactly 100.0% because they have been rounded.

#33:08:80/81:006gg

Former Students Survey

As part of an evaluation of Cyesis, a survey of 627 former students was conducted in October 1980. Students who had attended Cyesis during the years 1977-1980 were sent questionnaires requesting their opinions of the program; 153 (24.4%) of the surveys were returned.

Respondents generally shared very positive opinions of the program, with 38 (24.8%) feeling their education at Cyesis was as good as in "regular" school, and 104 (67.9%) feeling it was better. In addition to endorsing the quality of education at Cyesis, former students generally agreed that the Cyesis staff "was concerned about me as a student and as an individual," a feeling also frequently expressed in letters accompanying the returned surveys. Excerpts from these letters appear on pages 42-44.

The Creative Parenting course also received positive endorsement, with 85.6% agreeing that the course "helped me understand the options I had in the future," and 93.5% agreeing that the course "helped me develop a better understanding of pregnancy and parenting."

When asked about the options they had chosen, most respondents indicated that education was important: 26.1% were continuing in high school, 41.1% had graduated or gone on for further education, 7.2% had received a GED, and only 22.2% had quit school after leaving Cyesis. Employment was also important: most former students were working part-time (19.6%), full-time (23.5%), planned to work (23.5%), or had previously worked, then quit (13.1%). The choice of living arrangements was fairly traditional, with 37.9% living with their husband, and 45.8% living at home with parents.

When asked about pregnancy and parenting, 78.4% indicated they had not been pregnant again, and more than half of those who had been pregnant again had planned the pregnancy. As a parent, over half the respondents (52.3%) felt they were "very successful," while 36.6% felt they were "doing a good job" in caring for their children.

Former Cyesis students had varying opinions of the services provided by those outside of the Cyesis Program. Although two-thirds of the respondents had never visited a social service agency, over half of those who did found the agency helpful while the others received very little or no help at all from the agencies they visited. Respondents seemed satisfied that their doctors were helping them maintain their own health and the health of their babies, but there were eight respondents (5.3%) who disagreed, and 19 (12.4%) who gave no answer or had no opinion. The Infant Care Resource Center (ICRC), located in the same facility as Cyesis East, was felt to be a valuable learning center by 82.3% of the respondents; the remaining respondents evidently did not share the feeling that the nursery provided an opportunity for learning about infant care. Almost 90% of the respondents agreed that the ICRC was valuable as a nursery, and 52 respondents (33.9%) had used it while at Cyesis. Several letters accompanying the surveys praised the ICRC.

Finally, over 95% of the former students who responded to the survey indicated that their overall opinion of Cyesis was "excellent" or "good" and that they would refer it to others. Number and percent of responses to all questions appear on the following page.

Table 24

CYESIS - FORMER STUDENT SURVEY
N = 153

1.	After you left Cyesis what did you do about your education?	I am in high school now	Graduated got further education	Quit school, got a GED	Quit school got a job	Quit school stayed home	No answer
		40 (26.1%)	63 (41.1%)	11 (7.2%)	14 (9.2%)	20 (13.1%)	5 (3.2%)*
2.	After you left Cyesis what did you do about a job?	Did not want or need a job	I am working part-time	I am working full-time	I worked then quit	I plan to get a job	
		28 (18.3%)	30 (19.6%)	36 (23.5%)	20 (13.1%)	36 (23.5%)	3 (2.0%)
3.	What are your present living arrangements?	Live at home with parents	Live with friend(s)	Live with husband	Live with other family member(s)	Live alone	
		70 (45.8%)	5 (3.3%)	58 (37.9%)	9 (5.9%)	11 (7.2%)	0
4.	Have you been pregnant again since you left Cyesis?	No	Pregnant once, not planned	Pregnant once planned	Pregnant more than once, not planned	Pregnant more than once, planned	
		120 (78.4%)	11 (7.2%)	15 (9.8%)	3 (2.0%)	4 (2.6%)	0
5.	The Creative Parenting class helped me understand the options I had in the future.	Agree strongly	Agree	No opinion	Disagree	Disagree strongly	
		88 (57.5%)	43 (28.1%)	12 (7.8%)	1 (.7%)	0	9 (5.9%)
6.	The Creative Parenting class helped me develop a better understanding of pregnancy and parenting.	Agree strongly	Agree	No opinion	Disagree	Disagree strongly	
		107 (69.9%)	36 (23.5%)	2 (1.3%)	0	0	8 (5.2%)
7.	In caring for my child I feel I am:	Very successful	Doing a good job	Doing OK, wish I knew more	Not successful	Did not keep my baby	
		80 (52.3%)	56 (36.6%)	4 (2.6%)	1 (.7%)	1 (.7%)	11 (7.2%)
8.	The staff at Cyesis was concerned about me as a student and as an individual.	Agree strongly	Agree	No opinion	Disagree	Disagree strongly	
		91 (59.5%)	52 (34.0%)	8 (5.2%)	1 (.7%)	0	1 (.7%)
9.	I got as good an education at Cyesis as in "regular" school.	Agree, in fact it was better	Agree, it was as good	I don't know	Disagree, it was not as good	Disagree very much	
		104 (67.9%)	38 (24.8%)	8 (5.2%)	2 (1.3%)	1 (.7%)	0
10.	When I needed help I went to a social service agency. My opinion of the agency was:	The agency was very helpful	The agency gave me a little help	The agency hardly helped me at all	The agency did not help me	I never visited an agency	
		24 (15.7%)	8 (5.2%)	4 (2.6%)	3 (2.0%)	102 (66.7%)	12 (7.8%)
11.	The Infant Care Resource Center was valuable as an infant care learning center.	Agree strongly	Agree	No opinion	Disagree	Disagree strongly	
		71 (46.4%)	55 (35.9%)	17 (11.1%)	3 (2.0%)	7 (4.6%)	7 (4.6%)
12.	The Infant Care Resource Center was valuable as a nursery.	Agree, and I used the nursery	Agree, but did not use the nursery	Agree, but we did not have one at West	Disagree, but used it anyway	Disagree, did not use it	
		52 (33.9%)	67 (43.8%)	18 (11.8%)	0	10 (6.5%)	6 (3.9%)
13.	My doctor has helped me maintain my health and the health of my baby.	Agree strongly	Agree	No opinion	Disagree	Disagree strongly	
		65 (42.5%)	61 (39.9%)	16 (10.4%)	3 (2.0%)	5 (3.3%)	3 (2.0%)
14.	My overall opinion of Cyesis is:	Excellent, I would refer others	Good, I would refer others	Fair, don't know if I would refer others	Poor, I would not refer others	Very poor, I would not refer others	
		129 (84.3%)	19 (12.4%)	3 (2.0%)	1 (.7%)	0	1 (.7%)

* Numbers do not equal exactly 100% because they have been rounded.

Selected Excerpts from Letters of Former Cyesis Students

(24 letters were received with the completed questionnaires)

EDUCATIONAL EXPERIENCE

I feel I learned a lot there, even more than at regular school.

As far as the other classes are concerned the teachers helped us learn all the things we needed and got us more interested in our school work.

I really liked going to Cyesis. I learned more and got better grades.

The classes were very small and I got more individual help.

I learned more and enjoyed myself more at Cyesis my Senior year than I did the other three years I attended High School.

CREATIVE PARENTING CLASSES

If it wasn't for the parenting and labor breathing class I would have been scared to death to have my son. But having gone to their classes I was able to have my son naturally and enjoyed seeing him born. It also gave me the knowledge and patience to raise my son.

And as for the Creative Parenting class it was a very big help for me.

The films and the Creative Parenting classes were excellent. They were so helpful to me and the other students because they let us know what was going to happen to us and how to deal with it.

I learned how to take care of myself during pregnancy plus after. And how to take care of my baby in the years she gets older.

STAFF

The teachers were very understanding, helpful, and very patient.

The staff was also very helpful. They helped me understand the things I didn't understand about my pregnancy. Or whenever there was a problem they were always there to help out.

Everyone was so understanding of the different feelings I was experiencing at the time.

The staff took a lot of time with me.

I liked how personalized it was and I had the chance to know my teachers not only as teachers but as friends. I was closest to _____. In our class we didn't just go by the book, we shared and discussed experiences in real life, happening now, and related them to ourselves and our lives.

The staff was very warm and friendly and helped out as much as they could.

I would like to thank all the staff for their help and time.

INFANT CARE RESOURCE CENTER

I could never have asked for a better day care center than the I.C.R.C. Everyone there was so wonderful and so much help to me. You can just feel the love and concern for you and your child when you walk in the door. They are so well trained and dependable that they just can't be beat.

The Infant Care Resource Center is the best nursery I will ever come across. I only wish there were more like it and more people like _____ that make it such a nice place.

Cyesis Nursery is the best nursery I've ever been to. The nursery has very good workers and you can tell they are trained well. I only wish they could keep toddlers. I bet all the money in the world that there is not a nursery around that could compare to Cyesis Nursery but if you find one let me know.

The nursery was heaven. I have never in my life seen another nursery that could stand up to the standard of the day care nursery at Cyesis.

I'm going to try and finish school. I wish I could at Cyesis because of the nursery but I'm not pregnant no more.

I will never forget Cyesis, the teachers, the nursery for all their help.

FURTHER EDUCATION/JOBS/MARRIAGE

As far as my education goes I am trying to get my G.E.D., and I am attending Maricopa Tech. I am only going part time right now but I hope to go full time next semester.

I do stay home during the day but I am going to GED classes at Trevor G. Browne H. S. After I receive my GED I would like to go into nursing as a career.

I have been working full time since May at _____. I also am going to school 2 nights a week.

And now I know I am a good mother. My Phillip is doing very well thanks to you!

I am married now and plan to move to California in January.

I got married to the baby's father in July. We're all fine.

You could say my life is now like a dream come true. I am very very happy. I feel that my happiness now is from the help I got from Cyesis.

GENERAL

Cyesis never gave up on me. I'll not forget Cyesis.

Cyesis is the best school I ever heard of or have gone to.

Keep up the good work! So many girls have benefitted from your services. I know I have!

Many thanks for your help and interest and hope that everyone that needs help and is going to school hears about your school.

What I really want to say is I love the time I spent there and I'm glad I had the opportunity to go. It was the best experience in my high school years.

Cyesis Operational Budget

The Cyesis Operational Budget for the 1980-81 school year was $282,159. Funds were received from local and non-local service sources and were allocated for staffing, supplies, and special programs at both Cyesis Centers.

Cyesis Center

1980/81 Operational Budget

PERSONNEL

Local Funding

Certificated Teacher Staffing	8.4 FTE	138,772
Aide Staffing	2.0	11,189
Service Staffing		
Counselor	1.0	21,754
Nurse	1.0	11,457
Administrative/Supervisor Staffing	1.0	30,983
Campus Clerical Staffing	1.0	11,163
Subtotal		225,318

Non-local Funding (Title VI B Handicapped)

Certificated Teacher	1.0	17,253
Aide Staffing	2.0	9,340
Subtotal		26,593

NON-PAYROLL ITEMS

Local Funding

Supplies, facility rental, printing, telephone, transportation, equipment rental and repair, etc.	27,748

Non-local Funding (Title VI B and Title IV B)

Supplies, etc.	2,500
Subtotal	30,248
TOTAL	282,159

Average Cost Per Student

	Number of Students	Cost Per Student
Based on Total Enrollment	225	$ 1,254.04
Based on H.P.M. (4th week)	105	2,687.23
Based on ADM (120th day)	101.1	2,790.89

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The tuition rate for Out-Of-District students during 1980-81 was similar to the cost per student based on HPM and ADM (see preceeding page). The parent rate; i.e., the tuition paid by the parent of a student who is claimed by the Phoenix Union High School District for ADA/ADM purposes, and the Out-Of-District rate are shown below.

Tuition Rates 1980-81

Out-of-District Tuition	$2639.00
Parent Rate	1637.00

The 1980-81 tuition rates have increased as follows:

Tuition Rates 1981-82

Out-of-District Tuition	$2782.00
Parent Rate	1740.00

The Out-Of-District rate of $2782.00 is also the cost per pupil budgeted for 1981-82.

Budget cuts for 1981-82 include the loss of two FTE teachers and one aide.

CONCLUSIONS

I. Cyesis Demographics

1. Cyesis served a total of 228 students during the 1980-81 school year. The majority of students (70.1%) attended the east side Cyesis Center.

2. Almost three-quarters of the Cyesis students completed the school year or graduated in 1980-81.

3. Seniors comprised approximately one-third of the student enrollment at Cyesis; almost half of the students who dropped out were Seniors.

4. Almost three-fourths of the students attending Cyesis were minority students (Black - 39.1%, Hispanic - 31.6%, American Indian - 2.2%).

5. Students came to Cyesis from every school in the District, but over one-third came from Union and East.

6. A check of student census records revealed that almost half (47.6%) of the Cyesis students lived in the Union and South attendance areas.

7. Only 30% of the students enrolled at Cyesis learned about the program from school employees, according to a student survey.

8. During the 1980-81 school year, 117 Cyesis students gave birth. The average age of the mothers was 16 1/3 years old.

II. Cyesis Eligible Population

1. According to Maricopa County statistics, there is a large "Cyesis Eligible" population (teenage mothers) within the boundaries of the Phoenix Union High School District. The majority of these young women (57.3%) live in the South, Hayden, or Union areas.

2. Two major reasons that some of these "Cyesis Eligible" young women do not attend Cyesis are lack of information and lack of transportation, according to a survey of medical and social service agencies.

3. Maricopa County statistics also show that there are more "older" teenage mothers in the PUHSD than younger teenage mothers. In 1980 the number of 18-year old mothers was almost 20% larger than 17-year old mothers, twice as large as 16-year old mothers, four times as large as 15-year old mothers, and twelve times as large as mothers 14-years old and younger.

4. National research indicates that six out of ten 18-year old mothers have not completed high school, despite the fact that they are old enough to have done so.

III. Academic Program

1. Although many students were behind in the number of credits earned when they entered Cyesis, most earned 2 to 2.5 credits toward graduation each semester while there.

2. The mean GPA of a random sample of students was higher while attending Cyesis than the mean GPA for the same group during their previous semester at "regular" high school.

3. The CAT scores of Cyesis students were lower, as a group, than District, County, State, and National scores.

4. Students at Cyesis indicated, through a survey, that they had positive opinions of the Cyesis program, although many students felt Cyesis did not have all the courses they wanted.

5. In a survey of former Cyesis students, 92.8% of the respondents thought that their education at Cyesis had been "as good" or "better" than in regular school.

IV. Creative Parenting Class

1. In a survey of current students it was found that their opinions of the Creative Parenting class were very positive.

2. Former students also strongly endorsed the Creative Parenting class. In addition, survey results showed that most had not been pregnant again, and most thought they were being good parents, which are two of the behaviors addressed in the Creative Parenting class.

3. Student attitudes and priorities about the numerous topics studied in the Creative Parenting class showed a change from pre- to post-test which staff members interpreted as positive change.

4. Students earned grades/credits toward graduation in Creative Parenting classes, where the average grade was a "2".

5. Students at Cyesis are not grouped according to ability, and yet grades assigned by some Creative Parenting teachers varied widely from semester-to-semester and from teacher-to-teacher.

6. There was a lower percentage of low birth weight babies at Cyesis than in Maricopa County, possibly because of access to education and health care opportunities through the Creative Parenting class and the Cyesis program in general.

V. Services

1. The Cyesis Counselor provided a wide range of contacts and services for Cyesis students including student conferences, service agency contacts, and educational and career counseling.

2. Cyesis students were served by at least 48 medical and social service agencies. In addition, many students engaged the services of private physicians.

3. A survey of medical and social service agencies indicated they felt fairly well informed about Cyesis and that they had generally positive opinions of the program. A similar survey of private physicians found that they were not well informed about Cyesis and generally had no opinion of the program.

4. Some agencies indicated they did not make referrals to Cyesis because of the location of the program and transportation problems as well as lack of information.

5. Staff members, former students, and current students expressed positive opinions of the Infant Care Resource Center and expressed the need for a similar facility at the West Cyesis campus.

VI. Staff

1. Staff members, who were generally well educated and experienced, felt that it took some time for them to become really effective at Cyesis, according to a staff survey.

2. Staff members viewed the services of social service agencies more positively than the services of private physicians.

VII. Budget

1. The Cyesis operational budget was $282,159; the average cost per student in 1980-81, based on high point membership or average daily membership, was approximately $2700.

RECOMMENDATIONS

1. A survey of students who drop out of Cyesis should be conducted as they withdraw from the program to find out why they are leaving. If possible, program adjustments such as fewer classes, transportation aid, or other adjustments should be made so that students will not drop out.

2. Almost half of the students who dropped out of Cyesis were seniors. Additional special attention should be given to seniors to encourage them to complete their education.

3. In line with recent anti-dropout publicity in the District, special emphasis should be given to the recruitment of pregnant and parenting students who have already dropped out. Many "older" teenage mothers have not completed their educations, and the District may serve handicapped students 16-21 years of age at all units, including Cyesis.

4. Counselors, nurses, and administrators should be well informed about Cyesis and should see that students who are considering dropping out of school are also informed of the program. A "fact sheet" with details of the program should be available to students, and information about Cyesis should also be available through appropriate classes.

5. A survey of the "Cyesis eligible" population was scheduled for this evaluation and an instrument was developed to find out why the Cyesis eligible population does not utilize the Cyesis Program. (see Exhibit A). The survey was to be administered through social service agencies but was not conducted. The Cyesis administrator should again seek the cooperation of these agencies and administer this survey during the 1981-82 school year.

6. In conjunction with the above-mentioned survey of the Cyesis eligible population, the "fact sheet" explaining the Cyesis Program should be available for potential Cyesis students through the various agencies and services used by the Cyesis eligible population. This same fact sheet should be used to provide information to physicians, who are generally uninformed about Cyesis.

7. The proposal to develop a Cyesis Center in South Mountain should be seriously reconsidered. A center is needed to better serve the areas of South and Union, in which many Cyesis eligible students live and from which, evidently, transportation is sometimes a problem.

8. Although the Grade Point Average of many students improves while at Cyesis, a program emphasizing basic reading, grammar, and math skills should become a more integral part of the Cyesis curriculum. CAT scores were generally low for Cyesis students, indicating the need for increased emphasis in these skills.

* 9. The Creative Parenting class seems to be highly successful, but more emphasis should be placed on the "lower priority" units in the course, since students indicate an increased interest in these areas as the school year progresses.

*10. A grading standard for the Creative Parenting class should be developed.

11. Some students indicate that Cyesis does not have all the courses they want. A survey to find out what courses are desired would aid in future program planning and might also help keep some students in school.

12. A facility similar to the Infant Care Resource Center should be developed as part of Cyesis West and any future Cyesis Center.

13. New staff members should receive as much preservice and inservice training as possible to reduce the time they feel is necessary to become really effective at Cyesis.

14. Cyesis facilities should be located in District-owned facilities whenever possible to reduce the operational budget. Presently the Cyesis East facility is rented by the District.

15. There were 31 (13.8%) married students at Cyesis and there were other students who, according to counselor reports, were planning to marry or were otherwise maintaining relationships with the babies' fathers. A program to include the parenting male student should be considered as part of the Cyesis Program.

16. Information about human reproduction and family planning should become part of the District curriculum at all grade levels since there are large numbers of girls who become pregnant well before they reach their senior year in high school. Information about Cyesis should also be available at all grade levels.

17. Further study on several other topics would be useful for developing the Cyesis Program. No firm data were collected for this evaluation on the following topics but in the course of collecting other information the lack of this data as well as its possible implications became apparent.

    (1) Referrals: How efficient is the referral process, as it now exists, in locating and placing students at Cyesis?

    (2) Time Lapse: How many school days does a student miss between referral and entry to Cyesis because of ESP requirements for medical evaluation and other procedures?

    (3) Dropouts: What are the characteristics of those students who drop out of Cyesis, which is already a special alternative program designed to meet special needs? Do any of these students have patterns of school failure prior to entering Cyesis?

(*The Creative Parenting curriculum was significantly revised during a summer workshop. Preliminary results of the evaluation report had been disseminated to staff members and were useful in creating a new model of instruction.)

END NOTE

Objectives Questionnaire

The third assessment of the Creative Parenting course was given to 106 students upon entry to the program. Due to the crush of activities at the end of the school year the post assessment was overlooked by the Cyesis administration; therefore, no comparative data exists for this assessment.

The pre-assessment, however, provides an interesting picture of what students felt they knew about the various topics studied in the Creative Parenting class.

As stated earlier, the Creative Parenting class has eleven units. The questionnaire was designed by stating the objectives for each of the eleven Creative Parenting units. Students were asked to respond to the statements of objectives indicating how much they knew or how much they needed to know about that unit.

Responses indicated that upon entry Cyesis students felt they needed to know the most about, in order, Labor and Delivery, Post Partum, Child Development, Infant Care, and Consumerism. Of interest here is the fact that the units which students felt they needed to know the most about did not necessarily make them units of high priority (see previous section).

However, students also indicated that they needed to know more about Family Planning, Pre-natal Care, and Nutrition, although they felt they knew a little already. There was no one unit which students as a group indicated they already knew enough about; overall, students indicated they needed to know more about all of the units.

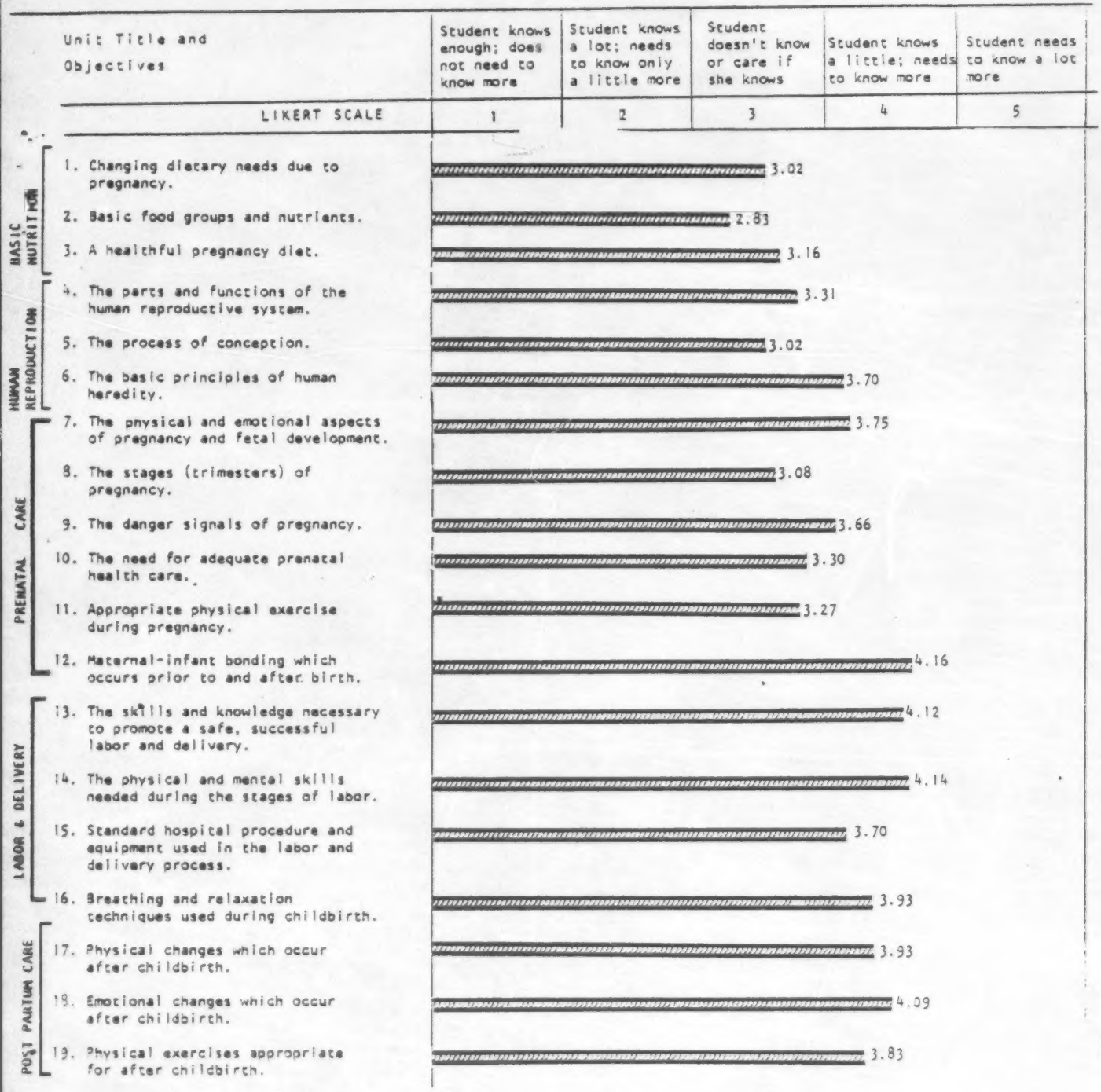
Because of the lack of post-test data no conclusions can be made about how well the Creative Parenting course provided students with what they felt they needed to know at the time they responded to this instrument.

Results of the pre-assessment appear on the following pages.

Creative Parenting

Objectives Assessment (pre-test results)

N=106


Unit Title and Objectives
Student knows enough; does not need to know more
Student knows a lot; needs to know only a little more
Student doesn't know or care if she knows
Student knows a little; needs to know more
Student needs to know a lot more
LIKERT SCALE
1
2
3
4
5
BASIC NUTRITION
1. Changing dietary needs due to pregnancy. 3.02
2. Basic food groups and nutrients. 2.83
3. A healthful pregnancy diet. 3.16
HUMAN REPRODUCTION
4. The parts and functions of the human reproductive system. 3.31
5. The process of conception. 3.02
6. The basic principles of human heredity. 3.70
PRENATAL CARE
7. The physical and emotional aspects of pregnancy and fetal development. 3.75
8. The stages (trimesters) of pregnancy. 3.08
9. The danger signals of pregnancy. 3.66
10. The need for adequate prenatal health care. 3.30
11. Appropriate physical exercise during pregnancy. 3.27
12. Maternal-infant bonding which occurs prior to and after birth. 4.16
LABOR & DELIVERY
13. The skills and knowledge necessary to promote a safe, successful labor and delivery. 4.12
14. The physical and mental skills needed during the stages of labor. 4.14
15. Standard hospital procedure and equipment used in the labor and delivery process. 3.70
16. Breathing and relaxation techniques used during childbirth. 3.93
POST PARTUM CARE
17. Physical changes which occur after childbirth. 3.93
18. Emotional changes which occur after childbirth. 4.09
19. Physical exercises appropriate for after childbirth. 3.83

Unit Title and Objectives	Student knows enough; does not need to know more	Student knows a lot; needs to know only a little more	Student doesn't know or care if she knows	Student knows a little; needs to know more	Student needs to know a lot more
LIKERT SCALE	1	2	3	4	5

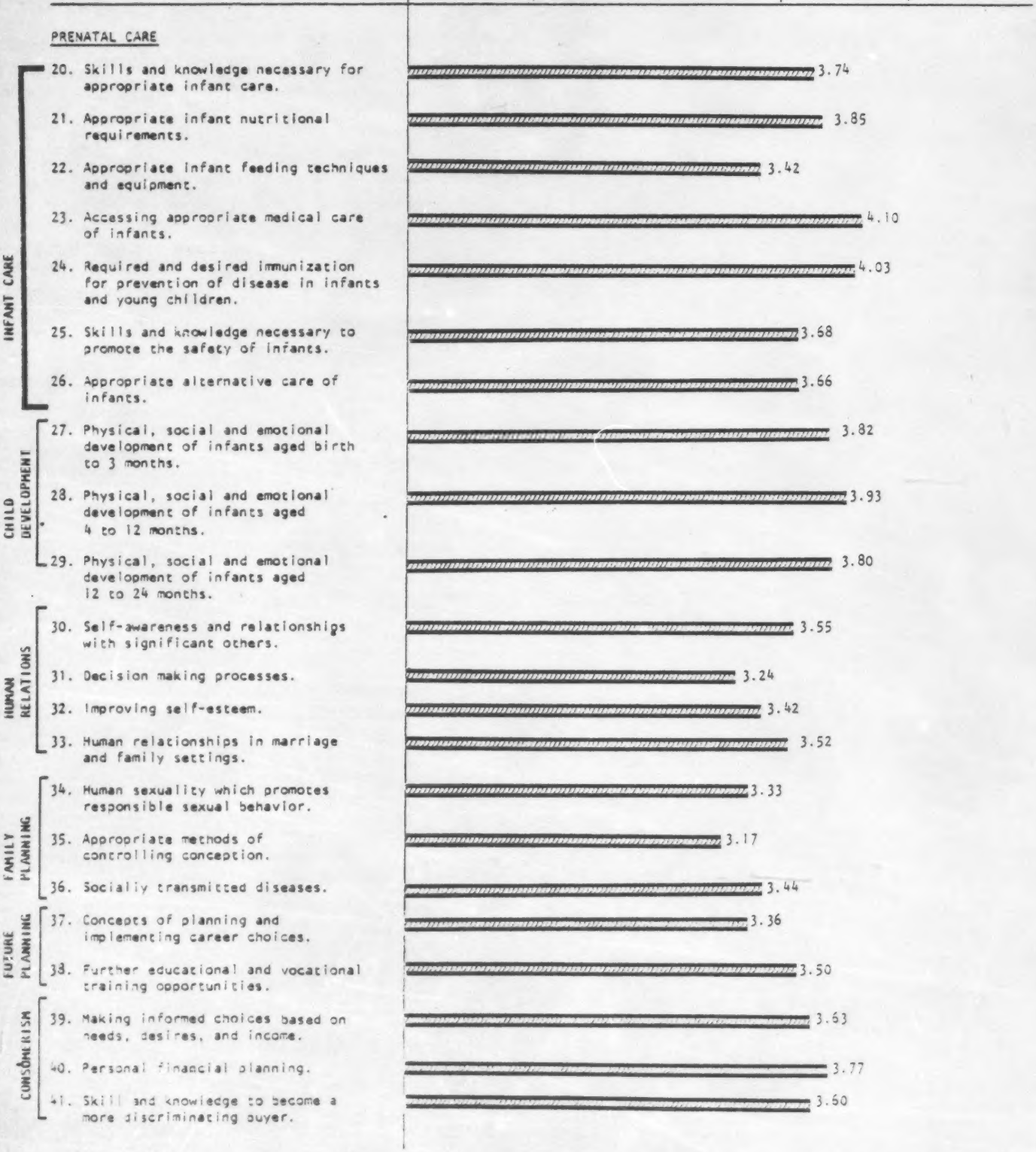

PRENATAL CARE
INFANT CARE
20. Skills and knowledge necessary for appropriate infant care. 3.74
21. Appropriate infant nutritional requirements. 3.85
22. Appropriate infant feeding techniques and equipment. 3.42
23. Accessing appropriate medical care of infants. 4.10
24. Required and desired immunization for prevention of disease in infants and young children. 4.03
25. Skills and knowledge necessary to promote the safety of infants. 3.68
26. Appropriate alternative care of infants. 3.66
CHILD DEVELOPMENT
27. Physical, social and emotional development of infants aged birth to 3 months. 3.82
28. Physical, social and emotional development of infants aged 4 to 12 months. 3.93
29. Physical, social and emotional development of infants aged 12 to 24 months. 3.80
HUMAN RELATIONS
30. Self-awareness and relationships with significant others. 3.55
31. Decision making processes. 3.24
32. Improving self-esteem. 3.42
33. Human relationships in marriage and family settings. 3.52
FAMILY PLANNING
34. Human sexuality which promotes responsible sexual behavior. 3.33
35. Appropriate methods of controlling conception. 3.17
36. Socially transmitted diseases. 3.44
CAREERS & FUTURE PLANNING
37. Concepts of planning and implementing career choices. 3.36
38. Further educational and vocational training opportunities. 3.50
CONSUMERISM
39. Making informed choices based on needs, desires, and income. 3.63
40. Personal financial planning. 3.77
41. Skill and knowledge to become a more discriminating buyer. 3.60

EXHIBIT A

SURVEY OF CYESIS - ELIGIBLE TEENAGERS

PHOENIX UNION HIGH SCHOOL DISTRICT

SURVEY OF CYESIS - ELIGIBLE TEENAGERS

1. Your Year of Birth: _____ (Year) Baby due or born: _____ (Month) _____ (Year)

2. Race: ☐ Native American ☐ Anglo ☐ Black ☐ Hispanic ☐ Oriental

3. In what high school attendance area do you reside? _____ (Attendance Area)

4. What school/program are you attending or did you last attend?

_____ (Name of School) _____ (Grade)

5. If you are not presently attending school, would you like to have someone call to explain how you can get back in school?

☐ Yes ☐ No

If yes, at what telephone number? _____ Day ☐ Evening ☐

6. What kinds of parenting knowledge and skills do you need?

(check one answer for each statement)	YES, I need to know a lot	YES, but I know a little already	I don't really know or care if I know	MAYBE, but I know a lot already	NO, I know enough
I need to know about NUTRITION.	☐	☐	☐	☐	☐
I need to know about HUMAN REPRODUCTION.	☐	☐	☐	☐	☐
I need to know about PRENATAL CARE.	☐	☐	☐	☐	☐
I need to know about LABOR AND DELIVERY.	☐	☐	☐	☐	☐
I need to know about POST PARTUM CARE.	☐	☐	☐	☐	☐
I need to know about INFANT CARE.	☐	☐	☐	☐	☐
I need to know about CHILD DEVELOPMENT.	☐	☐	☐	☐	☐
I need to know about HUMAN RELATIONSHIPS.	☐	☐	☐	☐	☐
I need to know about FAMILY PLANNING.	☐	☐	☐	☐	☐
I need to know about CAREERS AND FUTURE PLANNING.	☐	☐	☐	☐	☐
I need to know about CONSUMERISM.	☐	☐	☐	☐	☐

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7. What is your opinion of your doctor and/or social service agency? (check one answer)

	Agree Strongly	Agree	No Opinion	Disagree	Disagree Strongly
My doctor gives me all the information I want/need in order to understand my pregnancy.	☐	☐	☐	☐	☐
My doctor gives me enough personal attention so I feel like he/she really knows and cares about my baby.	☐	☐	☐	☐	☐

	The agency was very helpful	The agency gave me a little help	The agency hardly helped me at all	The agency did nothing	I never visited an agency
When I needed help I went to a social service agency. My opinion of the agency was:	☐	☐	☐	☐	☐

Name of Agency _____

8. What kind of school would fit your needs the best? (check as many as apply)

☐ Day School
☐ Evening School
☐ "Regular" High School
☐ GED Preparation
☐ Vocational/Job Training
☐ Special school for pregnant girls or teenage parents
☐ School with child care provided
☐ Other (please specify) _____

9. If you are NOT attending school now, what are your reasons? (check as many as apply)

☐ Got kicked out
☐ No school to fit my needs
☐ No courses I wanted
☐ Poor locations
☐ No transportation
☐ Financial problems
☐ Personal health problems
☐ Health problems of children
☐ Did not like my teachers
☐ No friends at school
☐ In trouble with police/juvenile authorities
☐ Got bad grades/felt discouraged
☐ Not interested in continuing school
☐ Lack of support from family
☐ Working full-time
☐ Prefer to stay home during pregnancy
☐ Lack of English language skills
☐ Other (please specify) _____

10. Have you heard of the Cyesis Centers? ☐ Yes ☐ No

11. What is your opinion of the Cyesis Program?

☐ Do not know about it
☐ Excellent
☐ Good
☐ Fair
☐ Poor

EXHIBIT B

A 27-page registration packet is completed for each Cyesis student. The two following forms are sent to prospective students to be taken to the physician, completed and returned by the student at registration prior to the student's admission to Cyesis.

A complete set of registration and placement materials is available upon request.

EXHIBIT B

Phoenix Union High School System

CYESIS CENTERS

Cyesis East
2801 N. 31st Street
Phoenix, AZ 85008
257-3697

Cyesis West
3415 N. 59th Avenue
Phoenix, AZ 85033
257-6398

Carol Lamond-Walker, Supervisor

1980-81 SCHOOL YEAR

To the Doctor:

The person presenting this letter has requested admission to the alternative high school, Cyesis Center.

The Center provides a comprehensive education program for pregnant high school students of the Phoenix Union High School System. Each student is also enrolled in the course Creative Parenting, through which her concerns and decisions about being a teen and being pregnant are explored and supported.

Because the Center is part of the District's Exceptional Students Programs, the enclosed EVALUATION form must be completed as part of the enrollment procedure. The evaluative diagnosis must be completed (the condition, Pregnancy, is part of the definition of Homebound and Hospitalized in A.R.S. 15-1013).

If there are any special concerns or restrictions in physical or dietary activity for this student please indicate in the space provided.

Please know that the staff of the Center will be encouraging this student to take good care of herself and her relationship with your service. If you have any questions or concerns about this student or our program please call, 257-3697.

Carol H. Lamond-Walker

Carol H. Lamond-Walker, Supervisor
Cyesis Center

CHLW:op

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EXHIBIT B

EVALUATION OF STUDENT FOR HOMEBOUND/HOSPITALIZED
OR
CYESIS CENTER INSTRUCTION

2801 N. 31 St., Phx., AZ. 85008 Ph. 257-3697

SCHOOL YEAR _____

NAME OF STUDENT _____ DATE OF BIRTH _____

ADDRESS _____ ZIP _____

SCHOOL PRESENTLY ATTENDING _____ GRADE _____ TELEPHONE _____

STATEMENT OF PHYSICIAN

I hereby certify the above student as being unable to attend regular classes for a period of NOT LESS than three school months.

DIAGNOSIS: _____

_____

This patient does not have an illness that will endanger the health of the teacher who goes to the home or hospital for teaching.

_____ _____
SIGNATURE OF PHYSICIAN DATE

The following nutritional and/or exercise needs of this student should be considered:

_____

_____

_____

I hereby request and approve homebound/hospitalized instruction for my child. To the best of my knowledge, my child is unable to attend regular classes for a period of NOT LESS than three school months.

_____ _____
SIGNATURE OF PARENT OR GUARDIAN DATE

105 H/C #33:08:80/81:006mk